# THE PERFORMANCE REPORT FOR OHIO'S COLLEGES AND UNIVERSITIES, 2004

Prepared by



**Ohio Board of Regents**

at the request of Governor Bob Taft

January 27, 2005

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# MEMORANDUM

To: Governor Bob Taft

From: Chancellor Rod Chu and Regent Edmund Adams

Date: January 18, 2005

Re: Higher Education Performance Report – 2004 Edition

We are pleased to provide you with the fifth annual *Performance Report for Ohio's Colleges and Universities*. Like previous reports, this edition uses a rich variety of data and data sources to describe higher education in Ohio from students' academic preparation to learning environments, student progress, degree achievement, and licensure and employment outcomes. In addition, the report provides a wealth of information about research and job-training activities as well as basic financial information about costs, state support, and financial aid provided to students.

This year's Performance Report includes new outcomes measures related to college-level course taking by high school students, transfer outcomes, and need-based and merit-based financial aid awards. These additions are a response to both the recommendations of the Governor's Commission on Higher Education and the Economy and your own policy interests.

The report is published in two documents: a 70-page summary of statewide and sector-level information and a longer supporting document containing outcomes measures for individual higher education institutions. Section I of the summary provides information about state and sector patterns or trends, giving the general reader an opportunity to read about and better grasp major points of interest. Section II provides mission statements for public colleges and universities, and helps provide a context for the wealth of campus-level data that follow in Section III of the summary and the institutional detail report. Data analysts, members of the media, local policy makers, and legislative staff will find the data in the institutional detail report valuable to learn more about specific campuses and how a specific campus's data compare to sector or state data.

We have good evidence that the report is used to help state and campus policy makers better understand and address higher education issues. We have received interesting feedback from some legislators about past reports. Data in past reports have been very useful in responding to requests from your Office of Budget and Management, other state agencies, state legislators, and the media, especially during budget development. Campus staff continue to find the report a

valuable tool for benchmarking purposes and continuous improvement. One of the very best descriptions of systematic campus use of the report – provided by a colleague at Cuyahoga Community College – is attached. We have also attached a set of significant higher education policy questions with answers provided from the Performance Report results.

As with past editions, we will make the entire report available to as wide an audience as possible, as inexpensively as possible. Electronic copies of the report will be posted on our web site, and we will supply interested parties with low-cost copies of the report via CDs. The web has proved to be a wonderful resource, with growing numbers of users accessing Performance Report data through the website. In CY 2004, the web-based reports had received 59,418 "hits" from external visitors. This is a sharp increase over the 32,378 hits in CY 2003 and the 16,000 hits in CY 2002.

As you know, this report is the result of a significant amount of hard and creative work by campus and Regents staff. We want to acknowledge in particular the leadership of Dr. Darrell Glenn of our staff, as well as his senior researchers Andy Lechler and William Wagner, and their colleague Carrie Powell. The HEI data system, which promotes students, courses, and faculty-specific data for every term since fall 1998, is the result of intensive work on the part of the public higher education institutions in Ohio, along with more limited participation of private institutions. The report could not have been written without the contributions of our HEI system, led by Harold Horton. Finally and most importantly, hundreds of college and university staff participated in the design, analysis, and review of this report, and while we cannot name them all here, we thank them all for their wonderful contributions to this effort.

Attachments

# Comments on the
# Performance Report for Ohio's Colleges and Universities

*"Cuyahoga Community College uses the Performance Report quite a bit throughout the year. When it first comes out, I prepare a report for our Board of Trustees about where the College stands in the state…. The report is then shared with Collegewide Cabinet via e-mail (about 75 academic and administrative leaders). This year, we have started an Academic and Student Affairs news section on our intranet and the updated table will be shared collegewide through that forum.*

*Over the past year, we have also been working on developing a Balanced Scorecard for the College. Data from the Performance Report provides us with some standardized measures and some benchmarks for use in this initiative. We have not yet finalized precisely what measures we will use, but I expect a final pilot report by the end of this academic year .In particular, I expect the developmental success measures will be used from the Performance Report, as well as persistence data, graduation rate, time to degree, and State Board scores.*

*Past results of the graduation rate and time to degree have already resulted in annual College goals focused on improving these rates. In addition, we have used Performance Report data to inform discussions on process and efficiency improvement in the areas of facilities utilization, financial aid, cost containment, and articulation/transfer.*

*As a college committed to continuous quality improvement, we are constantly looking at measures of quality and opportunities for improvement. We reference the Performance Report throughout our program review cycles. For instance, we use the section on developmental education outcomes when we do our Arts and Science Program Review and we use the state board exam scores section when we discuss health careers program review and planning. Over the past few years we have undertaken a large facilities reporting and utilization tracking initiative and have referred to both the Performance Report and the HEI query system extensively during that process.*

*I want to take this opportunity to extend my congratulations and appreciation to the Regents and staff for the excellent work on this document. I believe the campuses have been heard during the consultation process and that the resulting data has been presented fairly and in an unbiased manner. The national and state context provides an excellent framework for analysis and for state and campus policy considerations. This document, combined with the HEI query capabilities, has greatly enhanced our College's strategic planning and annual goal-setting. It has also impacted the analysis of access and retention initiatives here at Tri-C.*

*Although the submission of HEI data has required an increased commitment of resources from the College, when we see benefits such as this, the cost/benefit analysis certainly tips more toward the benefit side. I trust that it informs the policy considerations for the state as much as it influences the planning and operational considerations at Cuyahoga Community College."*

Rosemary Jones,
Executive Director
Institutional Planning and Evaluation
Cuyahoga Community College

# Questions and Answers from the Performance Report for Ohio's Colleges and Universities, 2004

*1. How does Ohio compare to the United States in higher educational attainment, per capita income, and research expenditures per capita?*

Ohio has made progress in increasing higher educational attainment and research activity, but we are still behind the rest of the nation. As a consequence of being behind in education and research, Ohio's per capita income is lower than the national level.

- Page 6. In 2002, 22% of Ohio's adults age 25 and older held a bachelor's degree or higher, compared to 26% in the United States. Ohio's per capita income of $29,195 was 94% of the national level of $30,906.

- Page 7. In constant dollars, total research expenditures at Ohio universities increased from $527 million in FY 1987to $1.1 billion in FY 2002 (109% increase). However, Ohio's per capita research expenditures were still only 75% of the national level.

- Page 10. Enterprise Ohio Network Contract Training Services have grown from FY 2000 to FY 2004, but FY 2004 levels are down from earlier peaks. The number of companies served has increased from 3,547 in FY 2000 to 4,180 in FY 2004, but 4,611 companies were served in FY 2002. Over the same time period, the number of workers trained has increased from 133,654 to 161,657, with a peak of 170,016 in FY 2003.

*2. Do Ohio's higher education institutions provide growing educational opportunities to Ohioans?*

Yes. Enrollment is increasing and the student body reflects the diversity of the Ohio population.

- Page 12. Headcount enrollment in public and private institutions increased 11% from fall 1998 to fall 2003.

- Page 13. Full-time equivalent enrollment at public institutions increased 14% from fall 1998 to fall 2003.

- Page 14. Blacks and Hispanics are enrolled in college in roughly the same proportion as their college age populations in Ohio. Blacks make up 11% of public and private undergraduate enrollment and 12% of Ohio's 18-49 population, and Hispanics make up 2% of undergraduate enrollment and 2% of Ohio's 18-49 population.

- Page 15. Thirty-one percent of Ohio's public and private institution undergraduates are 25 years old and older, 57% are women, and 34% attend part-time.

*3. Are all incoming students fully prepared for college when they enroll?*

No. Thirty-eight percent of first-time freshmen in public institutions take remedial courses in their first year of college.

- Page 20. Academic deficiencies are more prevalent in math. Thirty-one percent of first-time freshmen took remedial math and 21% took remedial English courses in their first year of college.

- Page 20. Students 20 years of age and older are more likely to take remedial courses than younger students. Forty-two percent of older students took remedial courses, compared to 36% of younger students.

- Page 21. For younger students, high school course-taking patterns have a large impact on the need for remediation. The remedial course enrollment rate among freshmen who took a "complete" college preparatory curriculum in high school (four courses each in English, math, and social studies and at least three courses in science that include biology, chemistry and physics) is 13 percent. In contrast, freshmen who have taken only a minimum college preparatory curriculum (four courses in English and three courses each in math, social studies and science) have a remedial course enrollment rate of 30 percent and those who have taken less than a minimum college preparatory curriculum have the highest remedial course enrollment rate of 50 percent.

- Page 22. Remedial instruction makes up a much larger share of total instructional activity at two-year institutions than it does at four-year universities. About 12% of undergraduate credits taught at community and state community colleges are in remedial courses, compared to 1.8% at university main campuses. Statewide, 5.4% of undergraduate credit hours are in remedial courses.

- Page 23. Students who take remedial courses and pass them are almost as successful in college as students who do not require remediation.

*4. How common is it for students to attend more than one college during their academic careers, and how effective is the transfer process?*

A high proportion of students attend multiple institutions while they pursue their degrees. Many students who begin in the two-year sector eventually attend four-year institutions and earn bachelor's degrees, but there is some evidence that the transfer process is not seamless across community colleges to universities.

- Page 27. Among public university bachelor's graduates in 2002-2003, 27% had transferred at least 30 hours from another institution, with more than half of those transfers coming from the public two-year sector.

- Page 28. Among a cohort of public two-year students beginning full-time in fall 1998, 32 percent of those who graduated did so at the baccalaureate level, and 41 percent of those students who were still enrolled in 2002-2003 were enrolled in public four-year institutions or independent institutions.

- Page 29. Students who began as full-time students in the two-year sector in 1998-1999 and subsequently transferred to public universities had lower five-year graduation and persistence rates than similar students who began at public university main campuses.

*5. What kind of progress do students make toward degree completion?*

The record is mixed. A majority of students who begin college are successful, but there is room for improvement in the areas of retention, degree completion, and time-to-degree.

- Page 31. Among first-time, full-time, degree-seeking freshmen in the public sector, 69% return to their initial institution in their second year. Seventy-seven percent return to any Ohio institution.

- Page 32. Sixty percent of first-time, full-time, degree-seeking freshmen in two-year institutions have earned a degree, persisted at their initial institution, or transferred within three years after beginning college.

- Page 33. Fifty-six percent of first-time, full-time, bachelor's degree seeking freshmen earned a bachelor's degree in six years or less from the institution where they began college. Institutions' graduation rates are strongly related to the academic quality of their students: schools where the incoming freshmen had average ACT scores greater than 24 had graduation rates of 80%, compared to graduation rates of 40% for schools where the incoming freshmen had average ACT scores less than 21.

- Page 34. Students typically take much longer than two years to earn an associate degree. The median time to earn an associate degree is 3.8 years and 11% of associate degree recipients earned their associate degree in two years or less.

- Page 35. Students take a little longer than four years to earn a bachelor's degree. The median time to earn a bachelor's degree is 4.3 years and 41% of bachelor's degree recipients earned their bachelor's degree in four years or less.

*6. What are the outcomes related to production of graduates, quality of graduates, and the retention and work outcomes for graduates within Ohio?*

There is some good news to report. Ohio is graduating more students over the last five years, retention of graduates within the state is high, and growth in graduates' earnings is high.

- Page 38. From FY 1999 to FY 2003, associate degrees increased by 8%, bachelor's degrees increased by 10%, and master's degrees increased by 12%. Doctoral degrees decreased by 3% and professional degrees decreased by 6%.

- Page 40. The in-state retention rate of graduates has been 78% for each of the last five spring graduating classes.

- Page 41. Annual earnings for spring 1999 associate degree graduates who worked full-time in 1999 grew by 34% between 1999 and 2003. Earnings growth for bachelor's degree graduates over the same period was 44%.

*8. Are Ohio's public higher education institutions efficient compared to those in the rest of the United States?*

Yes. Ohio's government appropriations and net tuition per student are close to the national level and Ohio expenditures per student have fallen in recent years.

- Page 43. Ohio's combined governmental appropriations and tuition revenues per student were about 6% higher than the national level in FY 2003. Ohio's revenue contributions from students and families are relatively high (10th among the 50 states) and Ohio's governmental appropriations per student are relatively low (36th among the 50 states).

- Page 45. In constant 2003 dollars, expenditures per FTE for undergraduate students fell by $328 – or almost 4% -- dropping from $8,618 in FY 1999 to $8,290 in FY 2003.

*9. How affordable is public higher education in Ohio?*

Sticker-price tuition tends to be high in Ohio, but financial aid exists that can reduce the net price for those who qualify.

- Page 52. In 2004-05, sticker-price tuition at four-year universities in Ohio was 46% higher than the national average ($7,508 in Ohio compared to $5,132 in the United States). At all two-year public institutions, sticker-price tuition in Ohio was 53% higher than the national average ($3,175 in Ohio compared to $2,076 in the United States).

- Page 53. Financial aid opportunities exist that can reduce the net price paid by students and their families. For example, at public four-year universities in Ohio, 77% of first-time full-time freshmen received some kind of financial aid. Twenty-five percent received federal grants ($2,824 average award), 21% received state grants ($1,499 average award), 38% received institutional grants ($3,417 average award), and 51% took out federal loans ($3,855 average loan). Students and their families do not know what college will cost until they apply for financial aid.

- Page 54. In 2002-2003, over $540 million in financial aid grants from all sources (federal, state, and institutions) were awarded to resident undergraduate students attending Ohio's public higher education institutions. Over two-thirds of these grant funds were distributed through need-based programs, and about 84% of total grant awards were made to students with financial need.

- Page 55. The state of Ohio is a major source of financial aid grants to students in all sectors of higher education, including public, independent for-profit, and independent not-for-profit institutions. A total of $214 million in grant awards were made through state programs, with students in public institutions receiving 46% of those funds.

# The Performance Report for Ohio's Colleges and Universities, 2004
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# STRUCTURE OF THE REPORT

Since the publication of the first Performance Report in 2000, both the content and format of the document have been adapted to meet the changing needs of policymakers, the media, and the higher education community in Ohio. This year, in response to the recommendations of the Governor's Commission on Higher Education and the Economy, additional measures related to college-level course taking by high school students, transfer outcomes, and financial aid awards have been included in the Performance Report. Just as with last year's edition, the content is organized to address the varying information needs of users. This report focuses on statewide and sector results, and a companion report, "The Performance Report for Ohio's Colleges and Universities, Institutional Outcomes Measures," presents detailed institutional outcomes.

Section One summarizes outcomes at the statewide and sector levels and includes comparisons to national benchmarks when such benchmarks are available. Related outcomes measures are grouped into 10 chapters, each with an introduction describing the indicators used and the relationships among individual measures. The introductions also contain specific questions the measures are intended to address as well as highlights from the data. Results for individual measures are presented on a single page in either a graphical or table format, followed by a written description.

Section Two presents the mission statements of the community and technical college sectors and individual mission statements for each public university. These mission statements provide a basis for understanding how outcomes are likely to vary from institution to institution. For example, an urban university that serves the adult population of the city in which it is located has a very different mission than a selective admissions university attracting students from the entire state and beyond.

Section Three presents brief statistical profiles of Ohio's public and private higher education institutions. The full set of performance measures at the institutional level of detail is available in the electronic versions of the Performance Report, which are available on CD-ROM or on the Ohio Board of Regents website at www.regents.state.oh.us/perfrpt. In many cases, the institutional detail tables contain additional performance measures that are not included in the summary pages. Readers who have an interest in a particular performance area should refer to the institutional detail for more complete information.

# Overview Of Higher Education In Ohio

Over 600,000 students attend Ohio's 13 public university main campuses, 24 university regional campuses, two free-standing medical colleges, 23 public community and technical colleges, and 63 independent colleges and universities. A diverse group of students participates in Ohio postsecondary education, including traditional students who have recently graduated from high school, older students returning to school after a long absence, and graduate students pursuing advanced degrees. Students' goals are equally diverse and include simply taking a few classes to prepare for a job; obtaining a certificate or associate degree for immediate employment; earning a bachelor's degree to prepare for a career or continued schooling; and pursuing a graduate or professional degree to help advance the frontiers of knowledge.

Institutional missions reflect the wide variety of needs of the students and citizens of Ohio. Some institutions focus primarily on undergraduate education, while others have significant graduate and professional education missions. In addition, institutional activities are not restricted to instruction that culminates in a degree. Other important missions include workforce education, pure and applied research, public service, agricultural extension, and clinical activities related to health care professions. This report presents results by sectors that have differing missions. Some background knowledge of the characteristics and role of each sector is necessary to put these results in perspective.

Community colleges and state community colleges are two-year institutions that offer both technical and transfer programs. Community colleges are supported by local property tax levies in addition to state subsidy and tuition and fees. Technical colleges are two-year institutions that offer only technical programs and have a core curriculum that is transferable to a four-year institution.

University main campuses and their regional campuses offer a full complement of degree and certificate programs ranging from one-year certificates, associate degrees and bachelor's degrees to graduate and professional degrees. Regional campuses of universities are more likely to specialize in the award of two-year degrees and certificates but often cooperate with the main campuses to offer baccalaureate and graduate instruction. Independent colleges and universities are equally diverse – ranging from small liberal arts colleges enrolling only a few hundred students to large, nationally recognized research universities.

The following chart summarizes the primary degree programs and state and local governmental instructional funding sources of the higher education sectors in Ohio:

| Sector | Number of Institutions | Primary Degree Programs | State and Local Government Instructional Funding Sources |
|---|---|---|---|
| Community Colleges | 6 | Technical and transfer programs leading to associate degrees and less-than-2-year certificates | • Local property tax levies<br>• State appropriations |
| State Community Colleges | 9 | Technical and transfer programs leading to associate degrees and less-than-2-year certificates | • State appropriations |
| Technical Colleges | 8 | Technical programs leading to associate degrees and less-than-2-year certificates | • State appropriations |
| Public University Main Campuses and Medical Colleges | 15 | Associate, bachelor's, graduate, and professional degrees | • State appropriations |
| Public University Regional Campuses | 24 | Transfer programs leading to associate degrees and less-than-2-year certificates | • State appropriations |
| Independent Colleges and Universities | 63 | Varies by institution; includes associate, bachelor's, graduate, and professional degrees | • No direct assistance |

# IMPACT OF HIGHER EDUCATION On THE ECONOMY

Higher education performs several functions, including traditional instruction leading to degree attainment, workforce training, and research. The effects of these activities are far-ranging and include a more informed citizenry, better health, and a more productive and vibrant economy. All of these outcomes are important, but in recent years a special emphasis has been placed on the economic impact of higher education.

In June 2003, Governor Taft appointed 33 of Ohio's leaders from business, government, and higher education to a Commission on Higher Education and the Economy. This group was charged with the task of making recommendations on how to make Ohio competitive in the knowledge economy, promote access and create opportunities for all students, and deliver results for public investments. The recommendations of the Commission, presented in a report released in April 2004 (www.chee.ohio.gov), center around two overarching goals:

1. Provide more Ohioans with the knowledge and skills they need to succeed in the knowledge- and innovation-based economy.
2. Create more jobs and economic growth by strengthening higher education's research base and ability to develop and bring to market new ideas and innovations.

The Commission recognized that the multiple functions of higher education do not compete, but instead work together to make contributions to economic development. In the knowledge economy, higher education supplies educated graduates and trained workers, who are employed by companies that use the results of pure and applied research generated by universities.

The Performance Report presents information on how well Ohio higher education is progressing toward these goals of increased skills and educational attainment, and increased research and jobs creation. The broad conclusion is that Ohio is making progress but still lags the U.S. in educational attainment, income, and research activity.

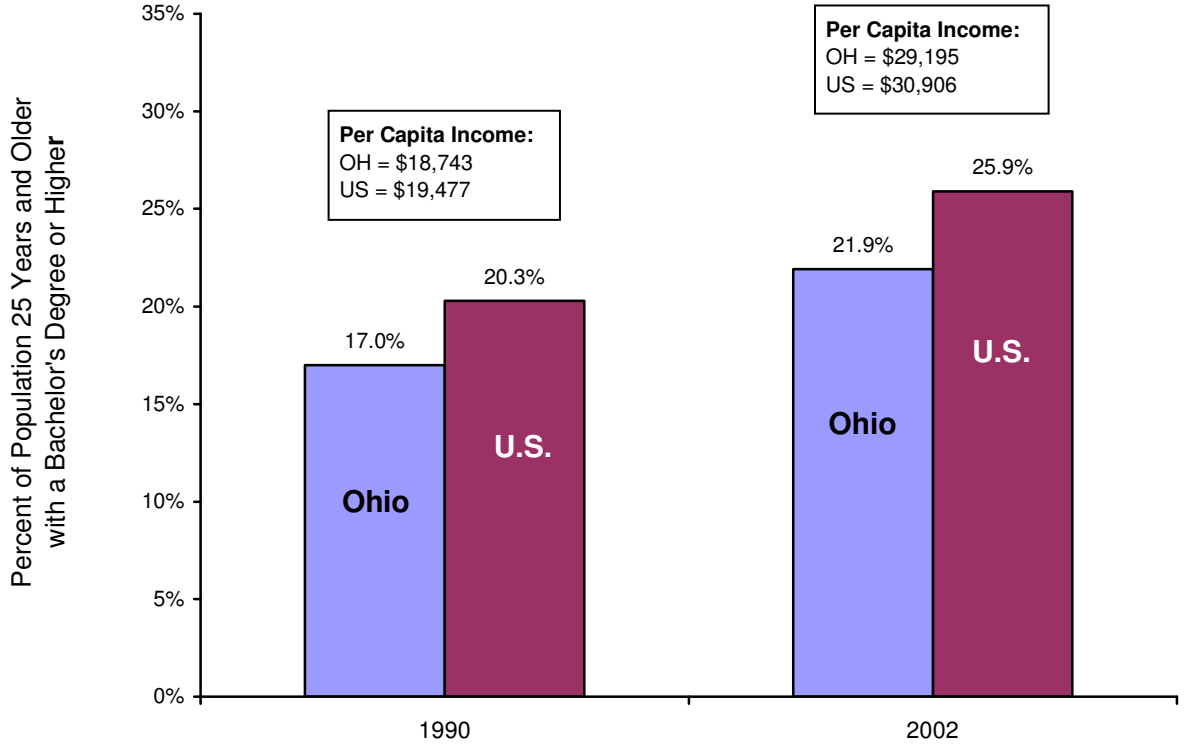
**Higher Educational Attainment.** In 1990, 17% of adult Ohioans had a bachelor's degree or higher, compared to 20% for the United States. Ohio had increased its bachelor's degree attainment rate to 22% by 2002, but the U.S. level had risen to 26% by then. This persistent deficiency in higher educational attainment is one of the primary reasons per capita income in Ohio lags that of the rest of the nation.

These figures indicate that although Ohio has made improvements in educational attainment, the state will have to progress even faster to close the income gap.

**Academic Research and Development Activities.** Basic research is vital to the future economic competitiveness of the State of Ohio. University research leads directly to new technology and, ultimately, to new jobs associated with the commercialization of new technological innovations. Since 1983 the Ohio Board of Regents has administered a set of research support programs that: 1) continually enhance Ohio's academic research infrastructure, which includes funding for highly talented Ohio Eminent Scholars, modern laboratory facilities, and state-of-the-art major scientific instrumentation; 2) develop strong research consortia with collaborative linkages among many different academic and industrial laboratories; and 3) directly reward Ohio universities for their success in securing external funding for research. The Ohio Eminent Scholars, Hayes Investment Fund, Action Fund, and Research Challenge programs provide access to research support funding for each of Ohio's 13 public universities, two free-standing medical schools, and two private Ph.D.-granting universities. Since 1985 the Regents' research support programs have contributed to a dramatic rise in Ohio's research expenditures per capita compared to the nation. In constant 2002 dollars, Ohio's research expenditures per capita were $44 in FY 1985, 60% of the national level of $74. By FY 2002, Ohio's per capita research expenditures had risen to $97, 75% of the national level of $126. According to the National Science Foundation, total research and development expenditures at Ohio's universities and colleges during FY 2002 amounted to $1.1 billion, funded primarily by the federal agencies and private industry.

**Workforce Development.** Since 1986 Ohio's public two-year community and technical colleges and university regional campuses, working collaboratively as the EnterpriseOhio Network, have been providing training and assessment services to Ohio employers. Assessment services help employers better define job and skill requirements and make better informed hiring decisions. Training customized to employer needs produces the upgraded employee skill levels necessary to meet changing business requirements. Common results of higher skill levels are reductions in defective products, in machine down time, and in production cycle time. Other results of training are improvements in productivity, customer satisfaction, and other key performance indicators. In FY 2004, 4,180 companies utilized EnterpriseOhio Network services. The number of companies with 100 or fewer employees using EnterpriseOhio Network assessment and training services increased from 1,717 in FY 2000 to 2,274 in FY 2004.

## Educational Attainment and Per Capita Income
1990 and 2002



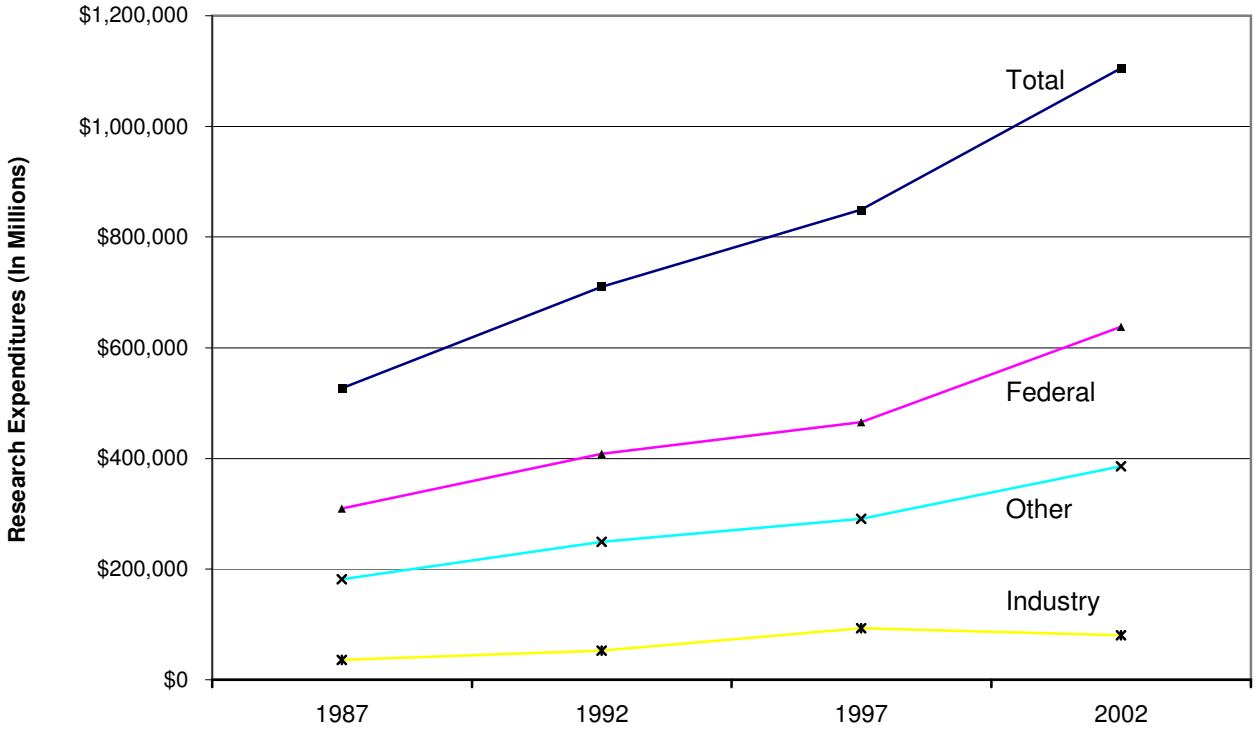

Source: U.S. Census, American Community Survey, and Bureau of Economic Analysis.

- Higher educational attainment in Ohio increased from 1990 to 2002, but Ohio still lags the nation. In 2002, 21.9% of Ohioans age 25 and older held a bachelor's degree or higher, a 4.9% increase over the 1990 level of 17%. Nationally, 25.9% of adults held a bachelor's degree or higher, a 5.6% increase over the 1990 level of 20.3%. Just to reach the 2002 national average in bachelor's degree attainment, an additional 294,000 Ohioans would need to earn a bachelor's degree.

- Higher education increases the earning potential of those who follow through to degree completion. When a state's population is better educated, per-capita income rises and the entire state benefits from a higher standard of living. As a result of the gap in higher education attainment, Ohio's per-capita income continues to trail that of the nation. In 1990, Ohio's per-capita income of $18,743 represented 96% of the national average. In 2002, Ohio's per-capita income of $29,195 was 94% of the national average.

**Research Expenditures for Ohio Public and Private Institutions, FY1987 through FY2002**

Converted to Constant 2002 Dollars




Source: National Science Foundation

- Total research expenditures for Ohio universities increased by 110% from 1987 to 2002, from $527 million to $1.1 billion.

- Expenditures from all revenue sources – federal, industry, and other – increased by large margins. Federally financed research increased 106% from $310 million to $638 million, industry financed research increased 125% from $36 million to $80 million, and research financed from other sources (institutional and state and local government) increased 112% from $182 million to $386 million.

## TECHNOLOGY TRANSFER AND COMMERCIALIZATION ACTIVITIES AT OHIO'S UNIVERSITIES FY 2001 - 2004

| Activity | FY 2001 Total | FY 2002 Total | FY 2003 Total | FY 2004 Total | % Increase FY 2001 to FY 2004 |
|---|---|---|---|---|---|
| Total U.S. Patent Applications Filed | 270 | 323 | 331 | 399 | 48% |
| U.S. Patents Issued | 107 | 112 | 108 | 121 | 13% |
| Invention Disclosures Submitted | 449 | 593 | 583 | 731 | 63% |
| Licenses & Options Executed | 95 | 92 | 131 | 120 | 26% |
| Gross License Income Received ($ millions) | $16.5 | $16.3 | $18.4 | $22.7 | 37% |
| Start-up Companies Formed | 17 | 17 | 15 | 20 | 18% |

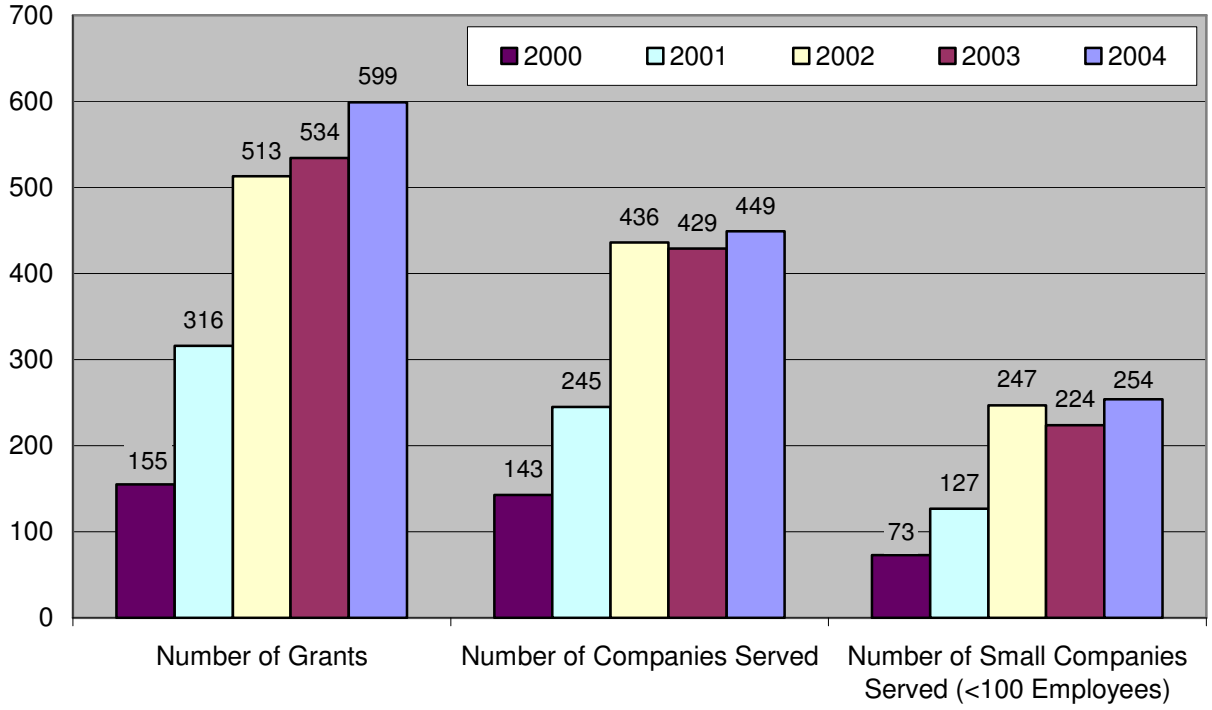
- It is encouraging that Ohio universities' research expenditures have been increasing over time, as this represents both an increase in knowledge producing activity and a direct stimulus to the Ohio economy through the receipt of outside funds. Ohio higher education is also making progress in converting research activity into economic development through patents, inventions, licenses, and the formation of new companies. All of these measures of technology transfer and commercialization increased from FY 2001 to FY 2004.

- In FY 2004, 399 U.S. patent applications were filed and 121 U.S. patents were issued. From FY 2001 to FY 2004, patent applications increased by 48% and patents issued increased by 13%.

- There was a 63% increase in invention disclosures from 449 in FY 2001 to 731 in FY 2004. Licenses and options increased by 26%, from 95 in FY 2001 to 120 in FY 2004. Income received from licenses increased by 37%, from $16.5 million in FY 2001 to $22.7 million in FY 2004.

- In an encouraging sign for economic development and employment, 69 start-up companies were formed during the four-year period ending in FY 2004 as a result of university research activities.

## Targeted Industry Training Grant History
## FY2000-2004




- Targeted Industries Training Grants provide matching funds to companies in support of training projects designed to improve company performance. These grants reinforce the value of training by helping companies to view training not just as an expense, but as an investment that can provide significant returns in the form of improved quality, higher productivity, and lower costs.
- Both the number of training grants awarded and the number of companies served through participation in the Targeted Industries Training Grants program have increased over the last five years beginning with FY 2000.
- Over the same period, the number of workers trained has more than doubled from 11,191 workers in 2000 to 24,382 workers in 2004. Since 2000, nearly 110,000 workers have received training as a result of Targeted Industries grants.
- More than half of the companies receiving Targeted Industries Training Grants are small companies – those having fewer than 100 employees. For eligible small companies, these grants can cover up to 75% of the cost of training.

## OHIO EMPLOYERS USING ENTERPRISE OHIO NETWORK CONTRACT TRAINING SERVICES FY 2000 - 2004

| Company Size | FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY2004 |
|---|---|---|---|---|---|
| 1-100 Employees | 1,717 | 2,283 | 2,235 | 2,367 | 2,274 |
| 101-249 Employees | 710 | 745 | 943 | 817 | 727 |
| 250-499 Employees | 460 | 527 | 595 | 364 | 513 |
| 500+ Employees | 660 | 789 | 838 | 757 | 666 |
| **Total Companies Served[1]** | **3,547** | **4,344** | **4,611** | **4,305** | **4,180** |
| Number of Employed Persons Served by Non-Credit Training Efforts | 133,654 | 151,202 | 168,984 | 170,016 | 161,657 |

[1] Includes both credit and non-credit contract training

- The EnterpriseOhio Network is a collaboration of public two-year community and technical colleges and university regional campuses that provides training and assessment services to Ohio employers.

- Enterprise Ohio Network Contract Training Services have grown from FY 2000 to FY 2004, but FY 2004 levels are down from earlier peaks. The number of companies served has increased from 3,547 in FY 2000 to 4,180 in FY 2004, but 4,611 companies were served in FY 2002. Over the same time period, the number of workers trained has increased from 133,654 to 161,657, with a peak of 170,016 in FY 2003. From FY 2000 to 2004, the total number of workers served by EnterpriseOhio is over 785,000.
- The number of small companies served by EnterpriseOhio increased from 1,717 in FY 2000 to 2,367 in FY 2003, then fell to 2,274 in FY 2004. In the two most recent years, more than half of the companies served by EnterpriseOhio campuses were small businesses – those with 100 or fewer employees.

# ENROLLMENT AND STUDENT CHARACTERISTICS

Ohio is under-educated compared to the rest of the United States, with 22% of its adult population 25 and older having a bachelor's degree or higher, compared to 26% for the United States (2002 American Community Survey). This gap is critical, because income levels and standards of living are closely tied to education levels. Nationally, bachelor's degree recipients earned about $19,000 more than high school graduates in 2002. In addition, the unemployment rate for bachelor's degree recipients was 3.3%, compared to 5.5% for those with only a high school diploma. More Ohioans need to participate in higher education so that our economy can provide the jobs and income levels required to maintain a high quality of life.

The charge for higher education in Ohio is clear: Increase the participation of Ohioans in higher education and encourage participation among all demographic and racial groups in the state. The Governor's Commission on Higher Education and the Economy recommended that total enrollment in higher education in Ohio increase by 30% from 2003 to 2015. This enrollment increase will be in addition to substantial increases that have already occurred in recent years. From fall 1998 to fall 2003, higher education enrollment grew 11%, from 544,991 to 604,826. This increase in enrollment is significantly larger than the 1.8% increase in Ohio's overall population that occurred over the same period.

The Ohio higher education student body has a racial and ethnic composition that closely mirrors that of Ohio's college-age population. According to the 2002 American Community Survey, about 17% of the Ohio population in the 18 to 49 age group was Asian/Pacific Islander, Black, or Hispanic. Those same groups constituted 15% of Ohio's undergraduate enrollment in 2003. In addition, Ohio is diverse in terms of the age, gender, and attendance status of students enrolled at its higher education institutions. Students aged 25 and older make up almost one-third of undergraduate enrollment in Ohio. Women make up well over a majority of undergraduates, 57% to 43%, and 34% of undergraduates attend college part-time. In the two-year sector, almost half of the students are age 25 and older, 60% are female, and 56% attend part-time.

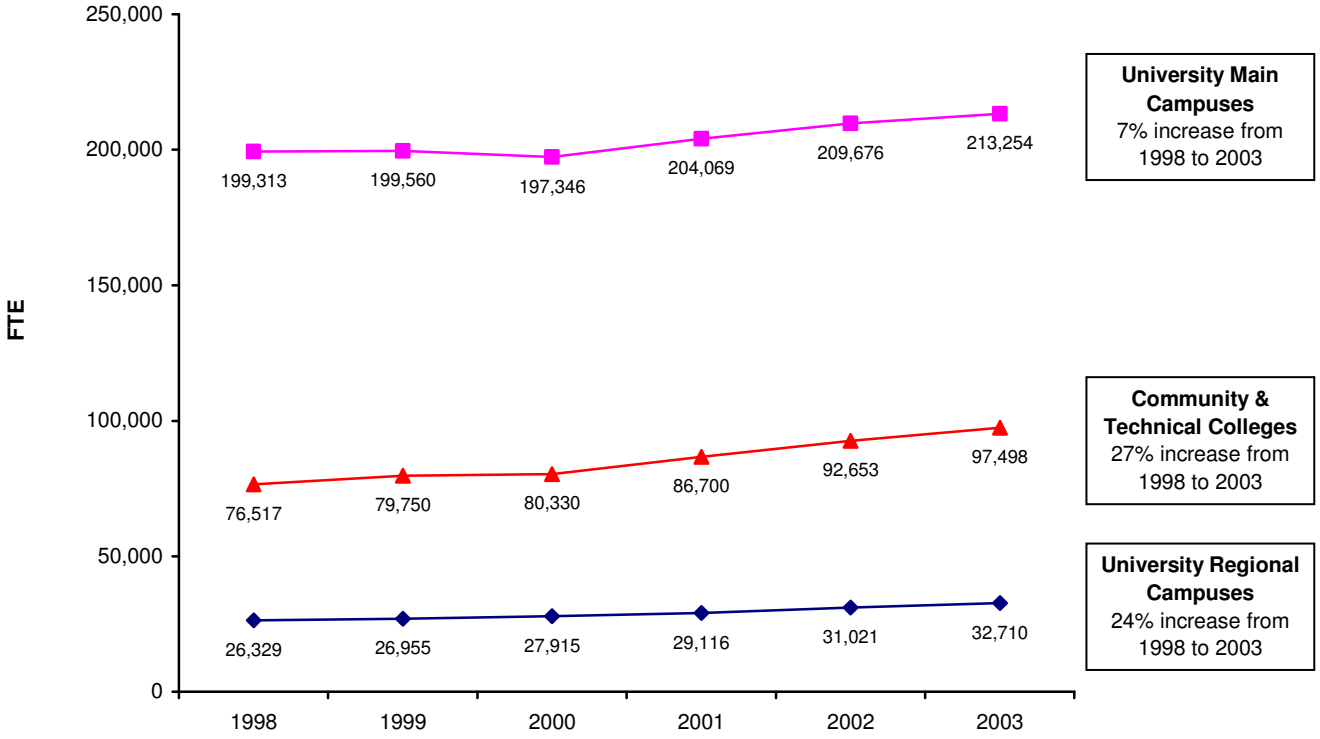
Obstacles to increased higher education participation include high costs of attendance (see Chapter 10) and lack of preparation for college-level work (see Chapter 5). However, higher education institutions employ a variety of means to increase access to higher education, including offering more opportunities for distance learning. Among 18 public institutions that participate in the Ohio Learning Network distance learning course catalogue, 8% of undergraduates took at least one distance learning course in fall 2003. Undergraduate students taking distance learning courses are more likely to be 25 years of age and older, female, or enrolled as part-time students than are other undergraduates.

## Fall Headcount Enrollments
## 1998 - 2003




- From fall 1998 to fall 2003, headcount enrollments in all sectors of Ohio higher education rose by 59,835 – an 11% increase. The population in Ohio increased by only 1.8% during that period.
- The highest growth occurred at Ohio's community and technical colleges. Enrollment increased 23% at these campuses, which primarily award associate degrees. University regional campuses also experienced strong enrollment growth at 14%. These institutions have a strong focus on offering credits that can be transferred to a university main campus.
- Enrollment at Ohio's public universities grew by 4%, while enrollment at Ohio's private, not-for-profit institutions increased 10%.
- Growth at some institutions is constrained by capacity limitations such as physical space or availability of qualified faculty. Growth at some residential campuses is constrained by state regulation. Growth at some universities is constrained by selective admissions policies.

## Public Institution
## Full-Time Equivalent (FTE) Enrollments
Fall Term 1998 to 2003




- Headcount enrollment figures indicate how many students attend higher education institutions. With headcount figures, students are counted equally, regardless of how many credit hours they take. In contrast, "Full-time equivalent," or FTE, enrollment figures are based on the credit hours taken by students, meaning that full-time students count more than part-time students. Fifteen undergraduate credits or 12 graduate credits are equal to one full-time equivalent enrollment.
- Both headcount and FTE enrollment are important indicators. Headcount enrollment measures participation in higher education, while FTE measures total credit-based instructional activity undertaken by higher education institutions.
- Public university main campus FTE accounted for 62% of all public higher education FTE in fall 2003. An additional 10% of FTE were enrolled in university regional campuses and 28% were enrolled in public two-year colleges.
- From fall 1998 through fall 2003, total public higher education FTE increased by 14%, from 302,159 to 343,462. Every public higher education sector experienced FTE enrollment increases during this period. Community and technical college FTE increased by 27%, university regional campus FTE increased by 24%, and university main campus FTE increased by 7%.

**RACIAL/ETHNIC DIVERSITY AT OHIO'S PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES COMPARED TO THE NATION**

| | Nation | | Ohio | |
|---|---|---|---|---|
| Race / Ethnicity | Population 18-49 2002 Census[1] | Undergraduate Student Population Fall 2003[2] | Population 18-49 2002 Census[1] | Undergraduate Student Population Fall 2003[2] |
| American Indian or Alaskan Native | 1% | 1% | <1% | <1% |
| Asian or Pacific Islander | 5% | 6% | 2% | 2% |
| Black / non-Hispanic | 13% | 12% | 12% | 11% |
| Hispanic | 15% | 10% | 2% | 2% |
| White / non-Hispanic | 66% | 63% | 83% | 78% |
| Nonresident Alien | n/a | 2% | n/a | 1% |
| Other Race or Race Unknown | 1% | 6% | 1% | 5% |

[1] U.S. Census Population Estimates, July 2002

[2] IPEDS Fall Enrollment 2003 Survey

- A rough indication of the openness of higher education institutions to people of all racial and ethnic groups can be gained by comparing the representation of each racial/ethnic group in the overall population to its representation in higher education.
- Ohio's undergraduate student population has roughly the same racial and ethnic composition as Ohio's college-age population.
- Eleven percent of Ohio's undergraduates are Black/non-Hispanic, only slightly below the 12% Black/non-Hispanic share of Ohio's overall population. Likewise, 2% of undergraduates are Hispanic and 2% are Asian or Pacific Islanders, the same as their respective shares of Ohio's overall population.
- White/non-Hispanics represent a slightly smaller share of Ohio's undergraduate enrollment compared to Ohio's college-age population as a whole, at 78% compared to 83%. However, some of this gap may be attributable to a large number of undergraduates whose race is reported as "other" or "unknown" for IPEDS reporting purposes.
- For comparison purposes, data on the college-age population and undergraduate student population for the United States are provided. Nationally, the percentages of White/non-Hispanic, Black/non-Hispanic, and Hispanic populations in higher education are slightly below their corresponding shares of the college-age population as a whole. Again, some of the variation may be due to reporting differences between IPEDS and the U.S. Census Bureau.

**AGE, GENDER, AND PART-TIME STATUS AT OHIO'S PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES**

| | Undergraduate Student Population | | | | | |
|---|---|---|---|---|---|---|
| | Total | | 4-Year | | 2-Year | |
| Age, Gender, Attendance Status | Nation Fall 2003 | Ohio Fall 2003 | Nation Fall 2003 | Ohio Fall 2003 | Nation Fall 2003 | Ohio Fall 2003 |
| Age 25 and Older | 32% | 31% | 23% | 19% | 43% | 47% |
| Male | 43% | 43% | 44% | 46% | 41% | 40% |
| Female | 57% | 57% | 56% | 54% | 59% | 60% |
| Part-Time | 38% | 34% | 20% | 17% | 59% | 56% |

Data Source: IPEDS Fall Enrollment 2003 Survey

- Ohio's public and private institutions are similar to those in the rest of the United States in terms of their enrollment of older students. Thirty-one percent of Ohio undergraduates are age 25 years and older, compared to 32% in the United States.

- The gender mix in Ohio public higher education is identical to that for the nation, with male students making up 43% of enrollments both in Ohio and in the nation. The Ohio student body is less likely to enroll on a part-time basis, with 34% of Ohio undergraduates attending part-time, compared to 38% in the United States.

- Both in Ohio and in the U.S., four-year institutions are more likely than two-year institutions to enroll students with a "traditional" profile in terms of age and full-time status.

- Demographic differences with respect to age of students in two- and four-year institutions are more pronounced in Ohio than in the nation as a whole. In Ohio's two-year sector, 47% of students are age 25 and older, compared to only 19% of students in Ohio's 4-year sector. In the United States, 43% of students in the two-year sector are age 25 and older, compared to 23% of students in the four-year sector.

# PREPARATION FOR COLLEGE-LEVEL WORK

Increasing enrollment in higher education is an important step toward increasing higher educational attainment in Ohio, but it is equally important that those who begin higher education be prepared to succeed. Preparation for college varies widely among students. Some students begin college-level work while they are in high school. Other students are not ready for college-level work when they get to college, and are required to take remedial courses to become fully prepared. Successful completion of remedial coursework is normally required before students can take regular college courses in English and mathematics; moreover, remedial courses do not generally count toward graduation requirements.

According to the 2004 Making the Transition from High School to College in Ohio report, 12% of freshmen entering Ohio's colleges and universities in fall 2002 had taken at least one Advanced Placement exam while in high school. Seven percent had taken a college class at a public college or university through the Postsecondary Educational Opportunity (PSEO) program before enrolling in college. Participation in these types of early college programs is rising slowly in Ohio, with 8.2% of Ohio's high school juniors and seniors taking an Advanced Placement exam in FY 2003 compared to 7.2% in FY 1999. PSEO enrollment rose from 2.9% of high school juniors and seniors in FY 1999 to 3.1% in FY 2003.

At the other end of the preparation spectrum, 38% of all first-time freshmen in Ohio's public higher education institutions took at least one remedial course in math or English during their first year in college. A recent National Center for Education Statistics study reports that for a large national sample of public institutions, the remedial course enrollment rate for first-time freshmen was 32% for the fall semester only. Ohio's corresponding remedial course enrollment rate for the fall semester only was 36%, four percentage points higher than the national level. This figure is not exactly comparable to the Ohio remedial enrollment rates reported here, since it is based on fall semester only results, rather than results for the full academic year.

Student age and level of high school preparation are among the factors that influence the level of remedial course enrollment. The overall remedial course enrollment rate for students age 20 and older is 42%, compared to 36% for students younger than 20 years old. For young students who have taken the *complete* core curriculum (four years each of English, math, and social studies, and at least three years of science courses, including biology, chemistry, and physics) in high school, the remedial enrollment rate is 13%. This is much lower than the 30% remedial course enrollment rate for those who have taken the *minimum* core (four

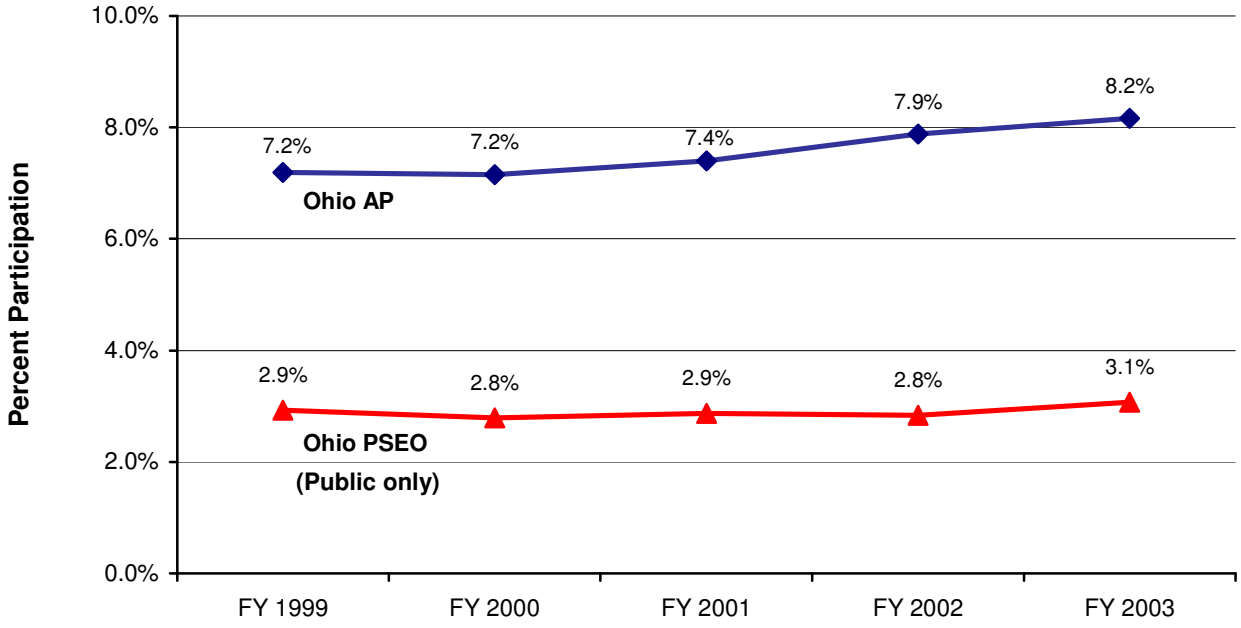
years of English, and three years each of laboratory science, math, and social studies) and the 50% remedial course enrollment rate for those who have taken *less than a minimum* core curriculum.

Although this Performance Report includes developmental education in its remedial figures, distinctions can be drawn between developmental education, which is "refresher" education, and true remedial education, which is due to inadequate preparation. Older students who graduated from high school several years prior to enrolling in college may need refresher courses even if they had good academic preparation in high school. When a student attending college right out of high school requires remediation, it is more likely the result of inadequate high school and/or earlier preparation, among other factors.

A variety of costs are incurred when students require enrollment in remedial courses. Remedial course enrollments account for about 5% of total undergraduate credit hours and about 2%, or $28 million, of total state support for undergraduate instruction. Even greater costs are incurred because students who begin college taking remedial courses are about half as likely as other students to earn a degree of any kind within six years. Remedial course-taking lengthens the time to graduation and increases the students' educational expenses because the remedial courses do not count toward graduation requirements.

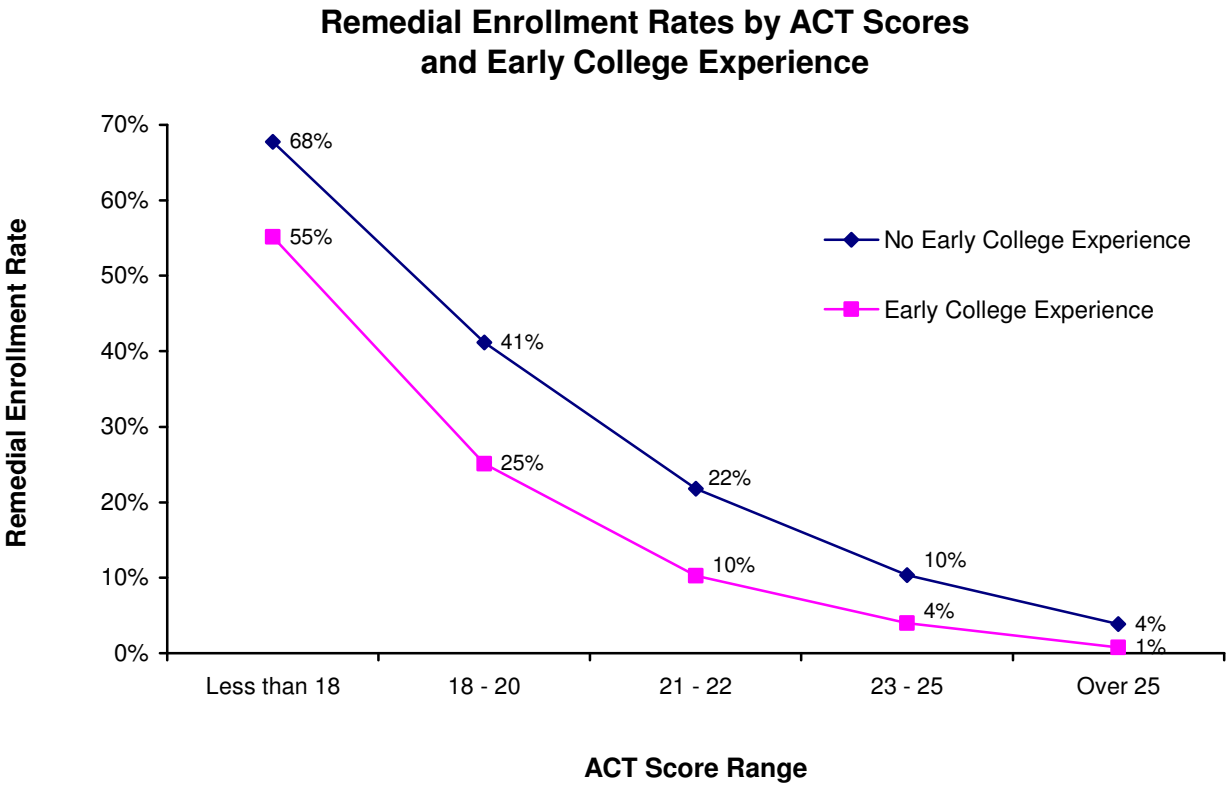
Unless and until traditional students arrive adequately prepared for higher education, remedial coursework will remain a necessity. Students who successfully complete their required remedial coursework during their freshman year have substantially higher achievement and retention levels than students who do not complete their remedial coursework. Although students requiring remedial coursework do not perform quite as well as students who begin college fully prepared, the results indicate that remedial education improves outcomes and gives students who otherwise might not have succeeded in college a chance.

## Trends in Early College Enrollment by High School Juniors and Seniors FY 1999 - FY 2003



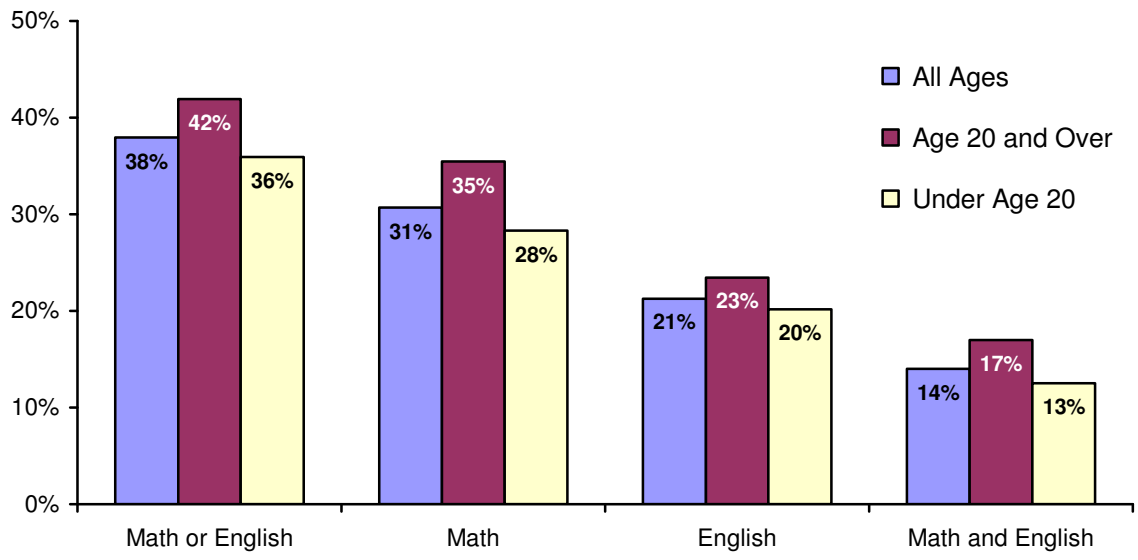

Source for AP data: The College Board

- The Advanced Placement, or AP, program offered by The College Board allows students to take advanced courses while still in high school. Students may take a comprehensive exam at the end of the course. Most colleges give credit for courses in which the student has earned a 3, 4, or 5 on the AP exam. The program offers 34 courses in 19 subject areas. The most popular tests in Ohio for the year 2002-2003 were Calculus AB, English Literature and Composition, US Government, and US History.
- The Postsecondary Enrollment Option (PSEO) was created by the Ohio Legislature in 1990 to allow students to take college courses while still in high school. The program pays for most tuition expenses and is administered by the public school system. Interested students must apply to the PSEO program, and if accepted, have the opportunity to earn both high school and college credit for completed courses.
- Ohio's participation rates for both the AP and PSEO programs rose from FY 1999 to FY 2003. The AP participation rates were considerably higher than the PSEO participation rates during that period.
- AP participation in Ohio as a proportion of 11$^{th}$ and 12$^{th}$ graders grew from 7.2% in FY 1999 to 8.2% in FY 2003.
- Similarly, participation in the PSEO program increased from 2.9% in FY 1999 to 3.1% in FY 2003.
- Although the growth in Ohio's PSEO participation is encouraging, AP participation of 8.2% in FY 2003 was much lower than the national level of 12.5%. National data on PSEO-type programs are unavailable.




- A small percentage of high school students earned some type of college credit while in high school. The results indicate that getting an early start in college-level coursework is associated with improved academic outcomes in college for these students, regardless of their level of academic ability.
- Early college experiences include both Advanced Placement credits and college courses taken while in high school.
- Both academic ability, as estimated by ACT scores, and early college experiences have an impact on remedial course enrollment rates.
- The above graph shows that remediation rates decline as ACT scores increase. However, within each ACT score range, students with early college experience in high school had even lower rates of remediation.
- The most dramatic impact is found among students scoring between 18 and 22. Forty-one percent of students who scored in the 18-20 range on the ACT and had *no* early college experience took remedial coursework in college, compared to 25% of students who scored in the same range on the ACT, but had *some* early college experience. Similarly, 22% of students who scored in the 21-22 range on the ACT and had *no* early college experience took remedial coursework in college, compared to only 10% of students who scored in the same range on the ACT, but had *some* early college experience.

## Percent of First-Year Students Taking Remedial Coursework in FY 2002-2003, by Subject and Age Group




- Remedial coursework, also called developmental coursework, is taken by students who require additional preparation before moving on to college-level coursework. Remedial course credits do not generally count toward degree requirements.

- Thirty-eight percent of all first-year students in FY 2003 took at least one math or English remedial course during their first year. This is an increase over the FY 2002 remediation rate of 37%.

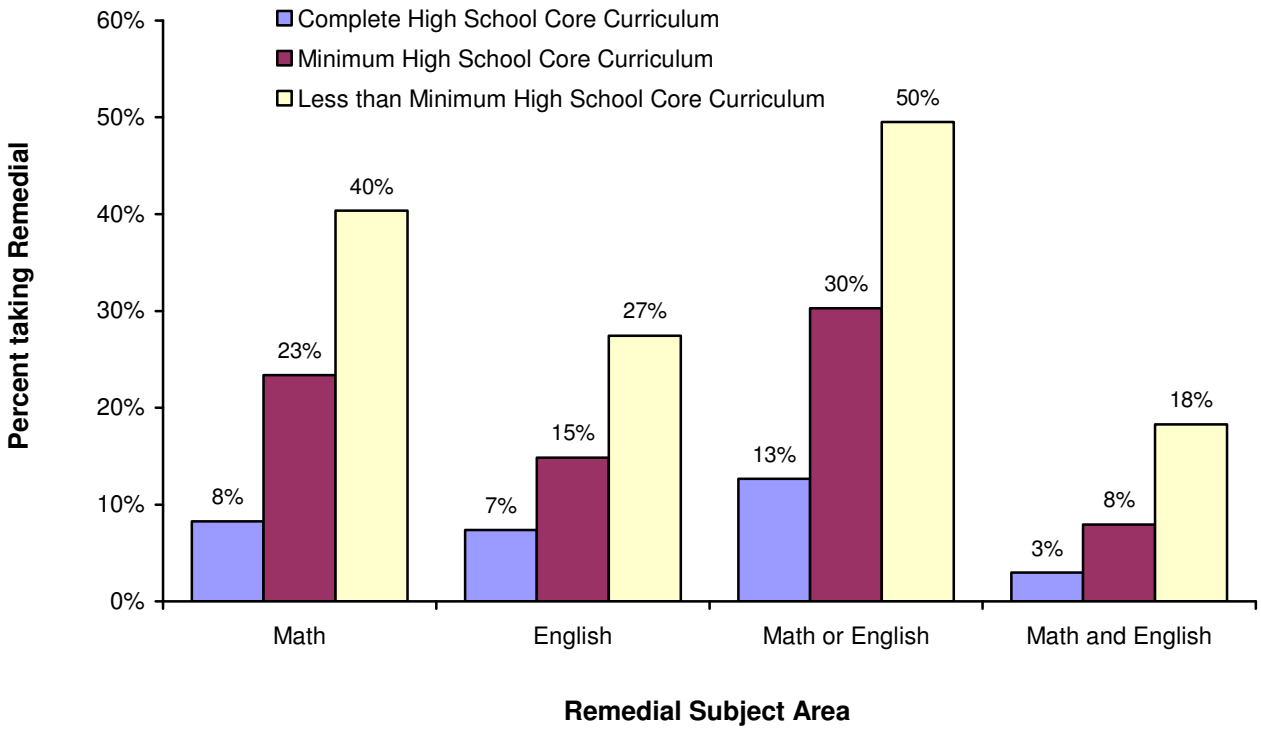
- First-year students require additional preparation in math at a higher rate than in English (31% compared to 21%).

- Older students are more likely to take remedial coursework than are younger students who recently graduated from high school. Forty-two percent of students age 20 and over took at least one remedial course – either math or English – compared to 36% of students under age 20.

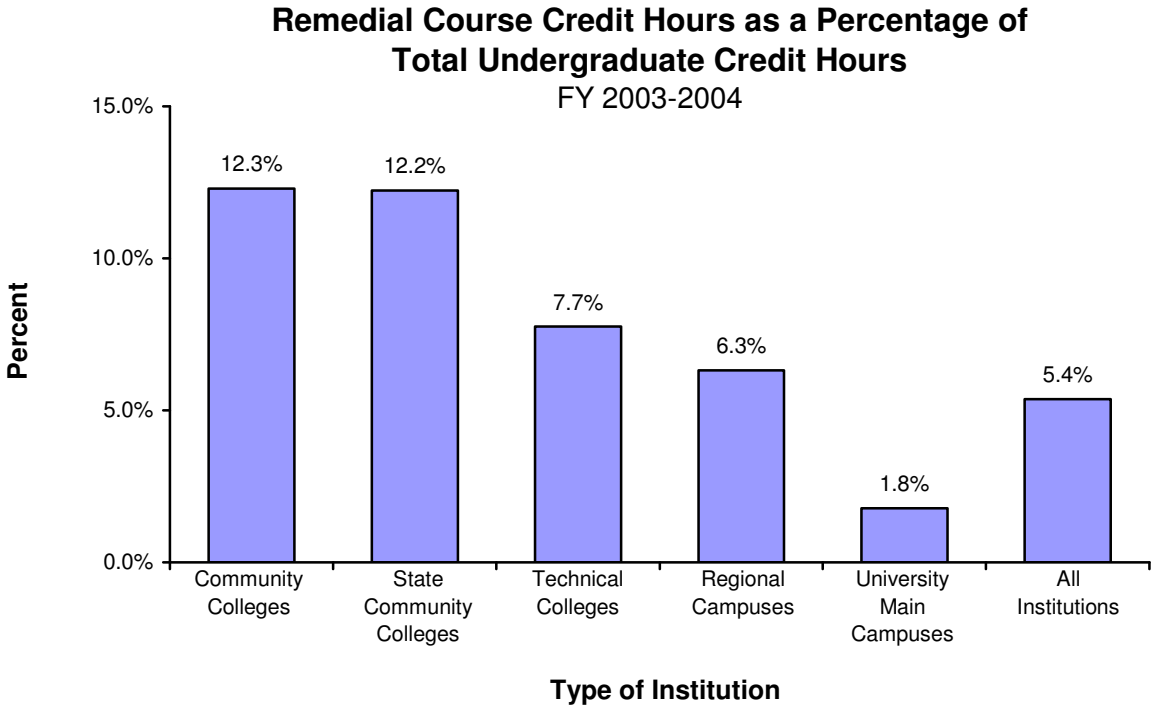
- The disparity in remediation rates between older students and younger students is more pronounced in math (35% compared to 28%) than in English (23% compared to 20%). In both math and English, the gap in remediation rates between older and younger students appears to be increasing over time.

- Fourteen percent of all first-year students took remedial coursework in both math and English.

**Percent of Traditional First-Year Students Taking Remedial Coursework in FY 2002-2003**
by Subject and High School Academic Preparation




- Information on high school course-taking patterns is available for students who have recently graduated from high school and have taken a college entrance exam. Responses to the student information questionnaire section of these exams provide the high school course data. A complete college preparatory core curriculum includes four years each of English, math, and social studies, and at least three years of science courses, including biology, chemistry, and physics. A minimum college preparatory core curriculum is defined as four years of English, and three years each of laboratory science, math, and social studies courses.
- Students who take a complete core curriculum consistently perform better across all measures of college preparation and achievement than those who take a minimum core curriculum and than those who take less than a minimum core curriculum.
- The remedial course-taking rate for students who took less than a minimum core curriculum was 50%, compared to 13% for students who took a complete core and 30% for students who took a minimum core. Forty percent of students who did not take at least a minimum core curriculum took remedial math, compared to 8% of students who took a complete core and 23% of students who took a minimum core. Likewise, 27% of students who did not take at least a minimum core curriculum took remedial English, compared to 7% of students who took a complete core and 15% of students who took a minimum core.




- Statewide, in all public institutions, 5.4% of total undergraduate credit hours were in remedial coursework. The incidence of remedial instruction varies by sector, reflecting the different missions of institutions.

- At community colleges and state community colleges, remedial courses accounted for a little more than 12% of total credit hours. At technical colleges and university regional campuses, remedial courses accounted for 7.7% and 6.3% of total undergraduate credit hours, respectively.

- University main campuses had the lowest incidence of remedial instruction at 1.8%. This is due to a lower remedial enrollment rate among first-year students at four-year universities, as well as higher numbers of upper-division students who no longer require remedial coursework.

- The $28 million of state support for remedial instruction accounts for about 2% of total state support to public higher education institutions. About $7.6 million of the state support cost for remedial instruction is accounted for by remedial credits taken by recent graduates of Ohio high schools.

## Remedial Course Success Measures for First-Year Degree-Seeking Freshmen in FY 2002-2003

| Remedial Course-Taking Pattern | Number of Students | Percent Returning to College in Autumn 2002 | Autumn 2003 Outcomes | |
|---|---|---|---|---|
| | | | Passage Rate for Credits Taken | Average GPA |
| Did Not Enroll in Remedial Courses | 45,615 | 75% | 88% | 3.0 |
| Enrolled in Remedial Courses: | 30,827 | 61% | 74% | 2.6 |
| *Passed All Remedial Courses* | 17,204 | 76% | 81% | 2.7 |
| *Passed Some, but not all, Remedial Courses* | 6,344 | 58% | 61% | 2.2 |
| *Passed No Remedial Courses* | 7,279 | 29% | 56% | 2.0 |

- The purpose of remedial education is to provide additional preparation for students who enter college with academic deficiencies. There are costs involved in providing remedial instruction, in terms of institutional resources expended as well as student tuition and time.
- The above table compares the academic success of four groups of degree-seeking students: those who did not take any remedial courses in their first year of college; those who took remedial courses and passed all of them; those who took remedial courses and passed some, but not all of them; and those who took remedial courses and did not successfully complete any of them. The results indicate that remedial courses, when successfully completed, may assist under-prepared students with their academic progress.
- Students who successfully complete all remedial courses (56% of all remedial course-takers) do almost as well on three measures of second-year academic success as students who did not take any remedial courses. The second-year retention rate of 76% for successful remedial course-takers was slightly higher than the rate for non-remedial course-takers. Successful remedial course-takers passed 81% of their attempted credits in the fall of their second year, compared to 88% for non-remedial course-takers. The second-year fall GPA for successful remedial course-takers was 2.7, compared to 3.0 for non-remedial course-takers.
- Students who took remedial courses and passed some, but not all, of those courses (21% of all remedial course-takers) had lower retention and poorer second-year academic performance than did those students who passed all of their remedial courses. Among those students who passed some remedial coursework, 58% returned for their second year. Those who returned completed 61% of the credits attempted in fall term and achieved an average fall-term GPA of 2.2.
- Students who did not successfully complete any remedial courses tended to leave college at a higher rate. Their second-year retention rate was only 29%. Those who did return completed just 56% of their attempted credits in the fall of the second year, with an average GPA of 2.0.

# TRANSFER OUTCOMES

A large proportion of students in higher education no longer follow the traditional model of attending college straight from high school and earning a degree from the same institution at which they started. According to the Making the Transition from High School to College in 2003 report, about 30% of first-time college freshmen in Ohio in fall 2002 waited at least a year after high school graduation to begin college. Only 30% of the non-traditional freshmen attended four-year institutions, compared to 80% of those who went straight to college from high school. The transfer process from two-year institutions to four-year institutions must go smoothly if these non-traditional students are to have the best possible chance to attain bachelor's degrees.

House Bill 95, passed in 2003, requires higher education to make transfer across institutions more seamless and understandable to students. The Governor's Commission on Higher Education and the Economy also recognized the importance of seamless transfer to the success of higher education in Ohio. The Ohio Articulation and Transfer Council, made up of representatives from both 2-year institutions and universities, is working to implement the requirements of House Bill 95 and has made substantial progress in creating agreements and standards across institutions so that credits earned at one institution may more easily apply to degree requirements at other institutions. The indicators contained in this chapter provide baseline measures of the level of transfer activity and the success of transfer students. These results will be monitored over time to gauge the effectiveness of the new agreements regarding transfers.

The evidence indicates that transfer across institutions is common in Ohio higher education. Among undergraduate students attending college in spring 2003, 24% had attended a different campus within the prior two years, and 6% were attending more than one campus at the same time. Among FY 2003 bachelor's degree recipients, 27% had transferred at least 30 credits from another institution. More than half of those transfer graduates, or 15% of all graduates, had transferred from a two-year institution. Among a cohort of students beginning full-time in the two-year sector in fall 1998, 32% of those who earned some kind of degree by spring 2003 had earned a bachelor's degree. Fifty-nine percent of these students who were still enrolled in FY 2003 were attending a different institution from the one at which they started.

Two questions must be addressed: 1) do transfer students from two-year institutions do as well academically as students who begin in the four-year sector, and 2) how do graduation, persistence, and credits-earned outcomes vary between transfer and non-transfer students?

One way to compare the academic outcomes of transfer and non-transfer students is to compare the GPAs of juniors who have not earned credits in the two-year sector to the GPAs of students who have transferred some credits from the two-year sector. In fall 2003, the 29,671 juniors at university main campuses who had no prior two-year experience had an average GPA of 3.0 for fall 2003. The 5,441 juniors who had earned 30 or fewer hours in the two-year sector also had an average GPA of 3.0 for fall, while the 3,476 juniors with more than 30 hours earned in the two-year sector had a first-term GPA only slightly lower, at 2.8. These results suggest that the students who do transfer to university main campuses from two-year institutions are well prepared academically.

However, transfer students from the two-year sector may make slower progress toward degree completion than those students who begin at university main campuses. A detailed comparison of student retention and degree attainment outcomes over a five-year period for transfer students and non-transfer students can be found on page 29. The outcomes for students who began at branch campuses are close to those for students who began at university main campuses. The graduation rate for non-transfer students was 68%, compared to 53% for the transfer students from regional campuses. The fifth-year retention (includes persistence and graduation) rate of 75% for regional campus transfer students was very close to the 79% rate for non-transfer students. Graduates who began at regional campuses required only one more credit on average to graduate than did the non-transfer graduates. Results for transfer students from community colleges and technical colleges indicate lower graduation and retention rates, with graduates accruing between 5 and 8 more credits by the time they graduate than non-transfer students.

## MOBILITY OF UNDERGRADUATE STUDENTS ENROLLED IN SPRING 2003

| Sector | Number of Undergraduate Students in Spring 2003 | Mobile Previous 2 Years | | | Concurrently Enrolled Spring 2003 | | |
|---|---|---|---|---|---|---|---|
| | | Different Campus Same Institution | Different Institution | Total | Different Campus Same Institution | Different Institution | Total |
| Community Colleges | 66,481 | 12% | 12% | 23% | 8% | 2% | 11% |
| State Community Colleges | 60,605 | 3% | 14% | 17% | 2% | 3% | 5% |
| Technical Colleges | 22,232 | N/A | 14% | 14% | N/A | 2% | 2% |
| University Regional Campuses | 39,770 | 23% | 12% | 36% | 16% | 1% | 17% |
| University Main Campuses | 183,235 | 7% | 17% | 24% | 2% | 1% | 3% |
| Independent Colleges[1] | 54,420 | N/A | 24% | 24% | N/A | 3% | 3% |
| Proprietary Colleges[2] | 4,064 | N/A | 17% | 17% | N/A | 1% | 1% |
| **State** | **430,807** | **8%** | **16%** | **24%** | **4%** | **2%** | **6%** |

[1] Student Choice Grant recipients enrolled academic year 2002-2003
[2] Workforce Development grant recipients enrolled academic year 2002-2003

- College attendance patterns are changing, and it is less common for students to attend only one institution throughout their educational career. To some extent, student mobility is a measure of how well institutions accommodate student needs for flexibility in attaining their educational goals.

- Students change institutions for a variety of reasons. Some students begin college at a two-year institution with the intention of later transferring to a four-year university. Students may initially choose an institution for which they are not suited, or their aspirations may change.

- Data indicate that attendance at multiple institutions is common, especially across time and, to some extent, within the same terms.

- Twenty-four percent of undergraduates enrolled in spring 2003 had been enrolled at another campus or institution within the previous two years. The highest mobility rate is found at university regional campuses, at 36%. Technical college students were the least mobile, with 14% of students attending elsewhere in the previous two years.

- Statewide in spring 2003, 6% of undergraduates were concurrently enrolled at multiple campuses or institutions. The highest rate of concurrent enrollment was 17% at the university regional campuses, followed by community colleges at 11%.

## TRANSFER EXPERIENCE OF BACHELOR'S DEGREE GRADUATES IN FY 2003 AND SUCCESS OF MOBILE VS. NON-MOBILE JUNIORS IN FALL 2003

### Source of Transfer Credits Earned by Bachelor's Degree Graduates

Ohio Public – FY 2003

| Sector in which Transfer Credits were Earned | Percent of Bachelor's Degree Graduates in 2003 Transferring at least 30 Semester Credit Hours from This Sector |
|---|---|
| **All 2-Year Sectors** | **15%** |
| Regional campus of university from which degree was awarded | 8% |
| Regional campus of another university | 1% |
| Community or State Community College | 5% |
| Technical College | 0% |
| **Other Sectors** | **12%** |
| **Total** | **27%** |

### Academic Success of Juniors in Fall 2003

Mobile vs. Non-Mobile

| Type of Student | Fall 2003 Grade Point Average |
|---|---|
| Non-Mobile | |
| Juniors with no previous credits earned at a 2-year institution | 3.0 |
| Mobile | |
| Juniors with 30 or fewer credits earned at a 2-year institution | 3.0 |
| Juniors with more than 30 credits earned at a 2-year institution | 2.8 |

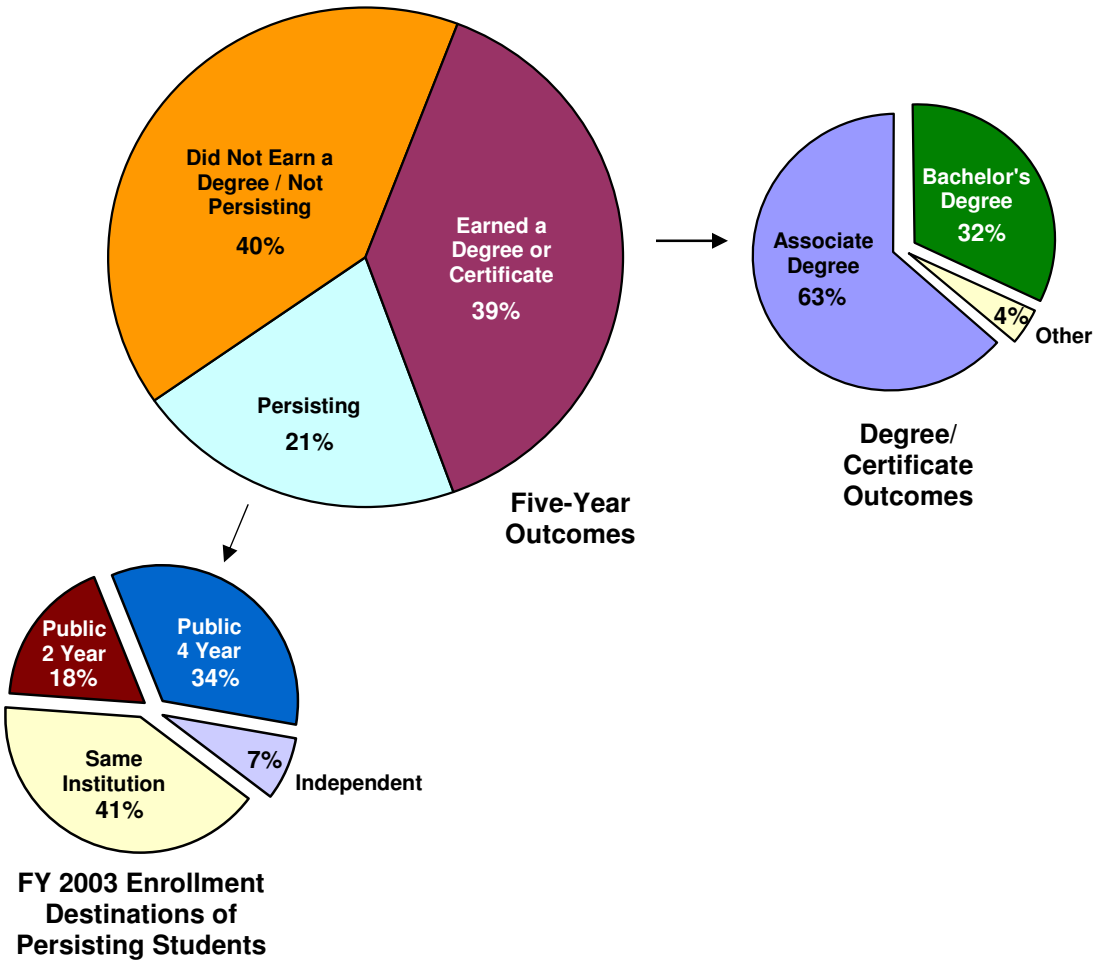
- Among bachelor's degree recipients in FY 2003, 27% had earned at least 30 semester hours from an institution other than the one from which they earned their degrees. Fifteen percent had transferred from two-year public institutions and 12% from other sectors.

- These data are evidence of a substantial level of attendance at multiple institutions by college students in Ohio. It is important to know how transfer students perform academically at their destination schools and what kind of degree progress they make compared to students who do not transfer.

- One way to compare the academic success of transfer students to non-transfer students is to look at the average GPA of these two groups of students in their junior year. Juniors with no credits earned at a two-year institution had an average fall term GPA of 3.0. Juniors who transferred less than 30 semester hours had an identical average fall term GPA of 3.0, while juniors who transferred more than 30 semester hours had an average fall term GPA of 2.8.

## Fall 1998 Cohort of First-Time, Full-Time, Degree-Seeking Students at 2-Year Public Campuses

Five-Year Outcomes




- Thirty-nine percent of the 11,548 first-time, full-time, degree-seeking students who enrolled at an Ohio two-year public campus in fall 1998 earned some type of degree or certificate by the end of fiscal year 2003. An additional 21% were still enrolled in college in fiscal year 2003. The remaining 40% left Ohio's higher education system prior to earning a degree or certificate.

- The majority of degrees earned by this cohort of students were at the associate level (63%). Nearly a third of degrees earned were at the baccalaureate level (32%).

- The largest share of persisting students remained at their home institution (41%) in FY 2003. More than a third (34%) transferred to a four-year public university, while 18% transferred to a different two-year public institution. The remaining 7% of persisting students transferred to independent institutions in Ohio, most of which are four-year institutions.

## BACHELOR'S DEGREE ATTAINMENT AND RETENTION:

*COMPARISON OF NON-TRANSFER STUDENTS TO TRANSFER STUDENTS*

| | | 5-Year Outcomes Ending FY 2003 | | | |
|---|---|---|---|---|---|
| **Student Type** | **Number in Cohort** | **Percent earned degree*** | **Average semester credits to bachelor's degree** | **Percent retained full-time at university main campus in FY 2003** | **Percent earned degree or enrolled full-time in FY 2003** |
| **Non-Transfer Students** | | | | | |
| Full-time students at a university main campus in both FY 1999 and FY 2000 | 20,980 | 68% | 140 | 11% | 79% |
| **Transfer Students** | | | | | |
| Started full-time at a two-year campus in FY 1999, and subsequently enrolled full-time at a university main campus | | | | | |
| Regional Campuses | 1,478 | 53% | 141 | 22% | 75% |
| Community Colleges | 688 | 29% | 146 | 40% | 69% |
| State Community Colleges | 512 | 35% | 145 | 34% | 69% |
| Technical Colleges | 89 | 21% | 148 | 37% | 58% |

* Bachelor's degree or higher for university (non-transfer) cohort; associate degree or higher for two-year (transfer) cohort.

- Full-time, degree-seeking students who began college at a university regional campus and subsequently transferred to a university main campus had five-year outcomes very similar to their full-time counterparts who began college at a university main campus. The percentage of transfer students from regional campuses who either earned a degree or were still enrolled full-time at a university in FY 2003 was 75%, compared to 79% for non-transfer students. Furthermore, the average semester credits to degree for transfer students from regional campuses was 141, only slightly higher than the 140 credits to degree for non-transfer students.

- Results were somewhat worse for full-time, degree-seeking students who began college at a community, state community, or technical college. Among community college and state community college students who subsequently transferred to a university main campus, 69% either earned a degree or maintained full-time enrollment five years later. Average credits to degree for these two cohorts were 146 and 145 respectively. Among technical college students who subsequently transferred to a university main campus, 58% either earned a degree or maintained full-time enrollment five years later.

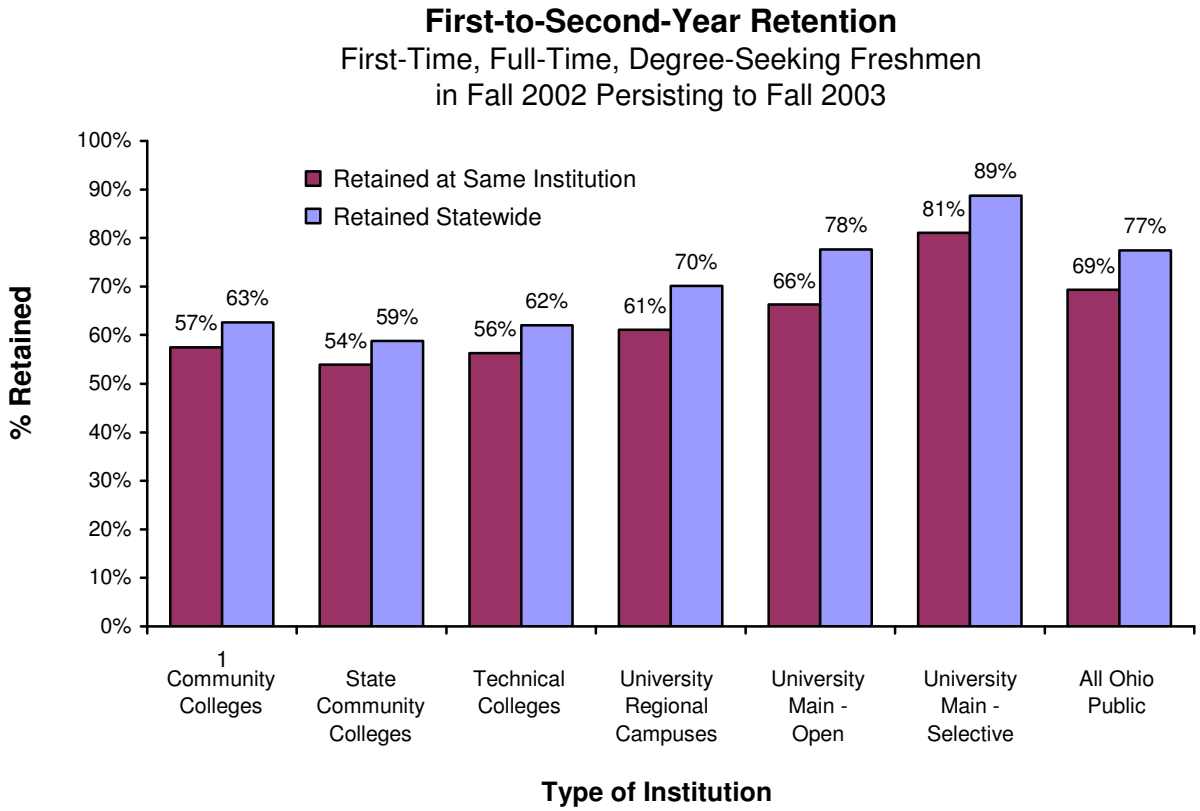
- The majority of transfer students (1,478) began college at a regional campus. In contrast, only 89 transfer students who began college in FY 1999 were from technical colleges.

# STUDENT ACADEMIC PROGRESS

Most students enter college with the intention of eventually earning a degree. Standard success measures for higher education institutions include the proportion of first-year students who return for their second year, graduation rates, and typical times required for students to earn degrees. Ohio has a mixed record in terms of the academic progress made by its college students, but the Ohio results roughly mirror those for the rest of the United States.

About 77% of first-time, full-time, degree-seeking freshmen at public higher education institutions either returned for their second year at their initial institution or transferred to another institution in Ohio. At "two-year" institutions, 12% of fall 2000 first-time, full-time, degree-seeking freshmen earned a degree within three years, but an additional 37% were still enrolled at the same institution in the third year, and another 11% were enrolled at a different institution. Overall, 60% of beginning students in the two-year sector earned a degree or were continuing their education in Ohio three years after starting college. The six-year graduation rate for fall 1997 first-time, full-time, degree-seeking students at Ohio's public baccalaureate institutions was 56%, roughly the same as the national rate of 55% in the previous year.

Data on associate degree recipients indicate that the associate degree is not a "two-year" degree for most students. Eleven percent of associate degrees awarded in 2002-03 were earned in two years or less, while 44% of associate degrees were earned in more than four years. The fact that 62% of associate degree recipients took longer than three years to graduate calls into question the validity of the three-year standard for calculating associate degree graduation rates. A factor contributing to longer completion times is that 56% of two-year sector students attend part-time. The bachelor's degree is still a "four-year" degree for 41% of recipients, although 25% take longer than five years to complete their degree.




- First-to-second-year retention rates vary by type of institution. This variation reflects the varying levels of academic preparation of incoming students at different types of institutions, as well as the diversity of missions among Ohio's campuses. At public institutions, 69% of first-time, full-time, degree-seeking freshmen returned to the same institution in their second year. An additional 8% transferred to another institution in Ohio, making the statewide retention rate 77%.

- Retention rates at Ohio's public universities vary according to the admissions practices in effect at individual campuses. Open-admissions universities had a 78% statewide retention rate, compared to 89% at selective-admissions universities.

- The statewide retention rates at community colleges, state community colleges, and technical colleges were 63%, 59%, and 62%, respectively; university regional campuses retained students at a higher rate of 70%, partly due to the transfer missions associated with these campuses.

## THREE-YEAR SUCCESS MEASURES
## FIRST-TIME, FULL-TIME, DEGREE-SEEKING STUDENTS AT 2-YEAR CAMPUSES, FALL 2000 COHORT

| | | Three-Year Success Measures | | | |
|---|---|---|---|---|---|
| | | | Percent Still Enrolled* | | |
| Sector | Students in Cohort | Percent Earned a Degree | Same Institution | Transfer | Total Successful |
| Community Colleges | 5,697 | 9% | 38% | 10% | 58% |
| State Community Colleges | 4,963 | 12% | 32% | 10% | 55% |
| Technical Colleges | 2,516 | 22% | 26% | 8% | 55% |
| University Regional Campuses | 7,247 | 10% | 42% | 14% | 66% |
| Total | 20,423 | 12% | 37% | 11% | 60% |

*Any term FY 2002-2003

- The percent of incoming freshmen who earn an associate degree in three years or less is a widely used success measure for "two-year" institutions such as community colleges, technical colleges, and university regional campuses.

- However, the measure provides an incomplete picture of how two-year college students make progress toward their educational goals. Statewide, only 12% of first-time, full-time degree-seeking students at these campuses earned a degree in three years or less. It is better to use multiple measures that include persistence and transfer rates, to gauge the success of these students.

- Results vary across sectors. Technical colleges have the highest graduation rates at 22% and the lowest transfer rates at 8%, reflecting the career-focused nature of their programs.

- University regional campus students have the highest within-institution (includes main campus) retention at 42% and the highest transfer rates at 14%.

- The overall measures of three-year success across sectors are roughly similar, ranging from 55% for technical colleges and state community colleges to 66% for university regional campuses.

## SIX-YEAR GRADUATION RATES AT BACCALAUREATE INSTITUTIONS BY AVERAGE ACT SCORE OF INCOMING CLASS

Fall 1997 Cohort Of Full-Time, First-Time, Bachelor's Degree-Seeking Students

*Ohio Public Institutions Compared to the Nation*

| | | Six-Year Graduation Rates (Bachelor's Degree or Higher) | | |
|---|---|---|---|---|
| **Average ACT Score of Incoming Students** | **Students in 1996 Cohort** | **Ohio** | **National Sample[1]** | **Ohio Compared to National Sample** |
| > 24 | 3,379 | 80% | 68% | + 12% |
| >= 22.5 and <= 24 | 11,957 | 61% | 55% | + 6% |
| >= 21.0 and < 22.5 | 7,208 | 51% | 43% | + 8% |
| < 21 | 7,146 | 40% | 34% | + 6% |
| **Statewide** | **29,690** | **56%** | **54%** | **+ 2%** |

[1] National data obtained from The Consortium for Student Retention Data Exchange (CSRDE), fall 1995 cohort.

- Institutions vary in terms of the preparation level of the students they admit. One measure of preparation is the average ACT score of the incoming cohort of first-time, full-time, degree-seeking students. Compared to institutions admitting similar cohorts of students, Ohio's public universities graduate a higher percentage of students within six years. Comparative national figures were provided by the Consortium for Student Retention Data Exchange, a voluntary organization representing 420 colleges and universities.
- Fifty-six percent of first-time, full-time, bachelor's degree-seeking students who began college in fall 1997 at an Ohio public university earned a bachelor's degree or higher in six years or less.
- At Ohio's most selective public institutions – those with the highest average ACT scores for entering freshmen – the six-year graduation rate was 80%.
- At Ohio's public universities with the most open admissions policies, the six-year graduation rate was 40% compared to the national rate for similar institutions of 34%.

## TIME AND CREDITS TO DEGREE BY DISCIPLINE AREA
## FY 2002-2003 NON-TRANSFER[1] ASSOCIATE DEGREE RECIPIENTS

| Discipline Area | Degrees Awarded | Median[2] Time to Degree in Years | Average Credits to Degree | Percent Graduating in: 2 Years or Less | > 2 Years, <= 3 Yrs | > 3 Years, <= 4 Years | More than 4 Years |
|---|---|---|---|---|---|---|---|
| Agriculture Technologies | 267 | 2.5 | 77 | 21% | 44% | 18% | 16% |
| Business Technologies | 3,128 | 3.8 | 81 | 11% | 25% | 18% | 47% |
| Engineering Technologies | 1,742 | 3.7 | 85 | 14% | 25% | 17% | 43% |
| Health Technologies | 3,056 | 4.0 | 87 | 7% | 25% | 21% | 48% |
| Liberal Arts | 3,562 | 3.7 | 79 | 14% | 27% | 17% | 42% |
| Natural Science Technologies | 751 | 3.7 | 85 | 12% | 28% | 18% | 42% |
| Public Service Technologies | 738 | 3.7 | 83 | 14% | 26% | 19% | 41% |
| Other | 537 | 3.5 | 81 | 12% | 29% | 19% | 40% |
| Total | 13,781 | 3.8 | 83 | 11% | 26% | 18% | 44% |

[1] Students with at least the minimum credits for an associate degree (60 semester or 90 quarter credit hours) are assumed not to be transfer students.

[2] The median is the midpoint of the distribution of completion times. The number of students graduating in less than the median time is equal to the number who graduate in longer than the median time.

- Associate degrees are often called two-year degrees, because traditionally a student who took a continuous "full-time" load for two years (15 hours a semester or quarter for all terms except summer) could earn the minimum credits necessary for graduation. However, only 11% of associate degree graduates in 2002-03 earned their degree in two years or less, and the median time to degree for associate degree graduates in 2002-03 was 3.8 years.
- The official federal government standard of three years for timely completion of associate degrees does not reflect completion patterns for most graduates, since 62% took more than three years to finish and 44% took more than four years.
- Some variation by field exists with respect to completion times, with agricultural technologies graduates completing their degrees in a median time of 2.5 years and health technologies graduates completing their degrees in a median time of four years. Seventy-six percent of associate degree graduates obtained their degrees in fields with median completion times between 3.5 and 3.8 years.

## TIME AND CREDITS TO DEGREE BY DISCIPLINE AREA
## FY 2002-2003 NON-TRANSFER[1] BACHELOR'S DEGREE RECIPIENTS

| Discipline Area | Degrees Awarded | Median[2] Time to Degree in Years | Average Credits to Degree | Percent Graduating in: 4 Years or Less | > 4 Years, <= 5 Yrs | > 5 Years, <= 6 Years | More than 6 Years |
|---|---|---|---|---|---|---|---|
| Arts & Humanities | 4,860 | 4.3 | 137 | 44% | 31% | 11% | 13% |
| Business | 5,156 | 4.3 | 135 | 47% | 33% | 8% | 12% |
| Education | 3,778 | 4.3 | 144 | 40% | 39% | 10% | 11% |
| Engineering | 2,484 | 4.8 | 143 | 20% | 50% | 16% | 13% |
| Health | 1,090 | 4.7 | 145 | 38% | 29% | 14% | 19% |
| Natural Science & Mathematics | 2,332 | 4.3 | 139 | 48% | 29% | 10% | 13% |
| Social & Behavioral Sciences | 4,680 | 4.3 | 137 | 44% | 32% | 10% | 14% |
| Other | 700 | 4.8 | 135 | 29% | 29% | 13% | 29% |
| Total | 25,080 | 4.3 | 139 | 41% | 34% | 11% | 14% |

[1] Students with at least the minimum credits for a bachelor's degree (120 semester or 180 quarter credit hours) are assumed not to be transfer students.

[2] The median is the midpoint of the distribution of completion times. The number of students graduating in less than the median time is equal to the number who graduate in longer than the median time.

- Traditionally, most bachelor's degrees could be completed within four years by students who were continuously enrolled (excluding summer terms) taking 15 quarter or semester hours per term for all four years. However, only 41% of bachelor's degree recipients in 2002-03 completed their degrees within four years; the median time to completion was 4.3 years.
- The proportion of bachelor's degree graduates who earn degrees in four years or less varies considerably by field. Only 20% of engineering graduates completed their degrees in four years or less compared to 48% for natural science and mathematics graduates.
- It has become common practice to report baccalaureate graduation rates as a percentage of a given cohort of students who earn a degree within six years or less. This six-year graduation rate statistic understates the proportion of students who eventually earn a degree, since 14% of bachelor's degree recipients take longer than six years to graduate.

# GRADUATES' OUTCOMES

According to the 2002 American Community Survey, 28.6% of Ohio's adults have an associate degree or higher, compared to 32.7% for the United States. Measured in these terms, Ohio's educational attainment is 87% of the national level. This helps explain why Ohio's per capita income is only 94% of the national level, and hints that Ohio incomes may fall farther behind if the state does not continue to make strides in educational attainment. Enrollment and persistence in college are rewarded by degree attainment, which has been shown to greatly increase earnings and reduce unemployment.

Ohio institutions of higher education have made progress in improving Ohio's educational attainment levels, even though the gap between the Ohio and United States educational attainment levels still remains. Over the last five years, the annual production of associate, bachelor's, master's, doctoral, and professional degrees has increased 9%, from 90,400 to 98,314.

In addition to quantity, the quality of the degrees earned also matters. Many graduates take licensing exams in their fields of study certifying that they are qualified to enter their chosen professions. Pass rates on these exams are generally high in Ohio, with many exams having pass rates more than 90%. Overall Praxis II (teacher education) pass rates were 91%, all nursing exams had pass rates higher than 88%, pharmacy pass rates were 93%, and Ohio bar exam pass rates were 82% for first-time test-takers.

Goals for most students include finding a job or continuing their education after graduating. The state of Ohio also has an interest in keeping a high proportion of Ohio college graduates in the state after graduation. Through a data match program with the Ohio Department of Jobs and Family Services, we are able to track the in-state employment of Ohio graduates. Most resident graduates of Ohio's public colleges and universities stay in Ohio after graduation. Overall, the first-year retention rate for spring 2003 graduates was 78%, with associate degree recipients having the highest retention at 88%. Bachelor's degree retention was 76%, while that for master's degrees was 79%.

In the first year after graduation, salaries for associate degree recipients tend to be very close to those for bachelor's degree recipients, and in recent years, beginning earnings for associate degree recipients have exceeded those for bachelor's degree recipients. This closeness reflects the fact that a larger share of associate degrees are awarded in health and engineering than are bachelor's degrees, and recipients of associate degrees often have prior work experience and tend to be older at graduation. However, the growth rate in earnings for bachelor's degree recipients is higher. Consequently, an earnings gap favoring bachelor's degrees develops and widens over time.

## Number of Degrees Awarded by Level and Percentage Distribution by Discipline
FY 2002 - 2003

| Discipline Area | Level of Degree | | | | |
|---|---|---|---|---|---|
| | Associate | Bachelor's | Master's | Doctoral | Professional |
| Total Degrees Awarded | 20,508 | 54,325 | 18,673 | 1,837 | 2,971 |
| Arts & Humanities | 18% | 19% | 8% | 11% | |
| Business | 21% | 23% | 25% | 3% | |
| Education | 3% | 13% | 34% | 15% | |
| Engineering | 13% | 7% | 7% | 12% | |
| Health | 21% | 5% | 7% | 8% | 47% |
| Natural Science & Mathematics | 10% | 10% | 5% | 22% | |
| Social & Behavioral Sciences | 3% | 17% | 9% | 18% | |
| Dual Major | 1% | 1% | < 1% | | |
| Other | 11% | 5% | 4% | 11% | 6% |
| Law and Legal Studies | | | | | 47% |

- A total of 98,314 degrees were awarded at the associate, bachelor's, master's, doctoral, and professional levels at Ohio's higher education institutions in 2002-2003.
- More than half (55%) of the total degrees awarded were at the bachelor's level, while 21% were at the associate level and 19% were at the master's level. Doctoral and professional degrees accounted for 2% and 3% of all degrees, respectively.
- Major fields of study vary across degree levels. Among associate degree recipients, business and health were the most common majors, at 21% each, followed by arts and humanities at 18%.
- At the bachelor's degree level, business had the highest share of graduates at 23%, followed by arts and humanities at 19% and social and behavioral sciences at 17%.
- Thirty-four percent of master's degrees were awarded in education, while 25% were awarded in business.

## Trends in Degree Production by Award Level and Discipline

Percent Change in Degrees Awarded from 1999 to 2003
at Ohio Public and Private Institutions

| Discipline Area | Level of Degree | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Associate | | Bachelor's | | Master's | | Doctoral | | Professional | |
| | 2003 Awards | Change from 1999 | 2003 Awards | Change from 1999 | 2003 Awards | Change from 1999 | 2003 Awards | Change from 1999 | 2003 Awards | Change from 1999 |
| Arts & Humanities | 3,732 | 31% | 10,188 | 15% | 1,555 | 17% | 195 | 3% | | |
| Business | 4,318 | 3% | 12,381 | 24% | 4,622 | 20% | 50 | -2% | | |
| Education | 578 | 28% | 7,100 | 6% | 6,335 | 18% | 284 | -15% | | |
| Engineering | 2,601 | 0% | 3,951 | 10% | 1,310 | -7% | 229 | -4% | | |
| Health | 4,259 | -9% | 2,673 | -28% | 1,216 | -1% | 145 | -13% | 1,393 | 6% |
| Natural Science & Mathematics | 2,032 | 60% | 5,383 | 3% | 1,015 | -4% | 408 | 16% | | |
| Social & Behavioral Sciences | 582 | -19% | 9,493 | 5% | 1,754 | -1% | 330 | -9% | | |
| Dual Major | 231 | 78% | 473 | 42% | 49 | -6% | | | | |
| Other | 2,175 | 1% | 2,683 | 41% | 817 | 33% | 196 | -5% | 174 | -26% |
| Law and Legal Studies | | | | | | | | | 1,404 | -12% |
| **All Degrees** | 20,508 | 8% | 54,325 | 10% | 18,673 | 12% | 1,837 | -3% | 2,971 | -6% |

- Three factors contribute to a state's increased educational attainment: producing more graduates, retaining those graduates within the state, and attracting educated people from other states. Ohio appears to be making progress in producing more graduates.

- From FY 1999 to FY 2003, the number of degree awards has generally increased, although the rates of change vary by level and discipline. Associate degrees increased by 8%, bachelor's degrees increased by 10%, and master's degrees increased by 12%. Doctoral degrees and professional degrees were down by 3% and 6%, respectively.

- Changes in degrees awarded vary considerably by field of discipline; however, these shifts are primarily determined by student choices.

- Degrees awarded in health were down at all levels except professional. Engineering degrees were flat or declining at the associate, master's and doctoral level, but increased by 10% at the bachelor's level.

- There was a 12% decline in the number of professional law degrees awarded.

## LICENSURE AND CERTIFICATION OUTCOMES

| Certification Area | Exam | Number Taking Exam | Passage Rate |
|---|---|---|---|
| **Teaching** | Praxis II - 2002 Academic Year | | |
| | Professional Knowledge ( exams taken) | | 93% |
| | Academic Content Areas ( exams taken) | | 93% |
| | Teaching Special Populations ( exams taken) | | 99% |
| | *Summary Results* | 7,500 | 91% |
| **Nursing** | Ohio Registered Nursing Exam - 2003 | | |
| | Baccalaureate Degree Programs | 1,100 | 89% |
| | Associate Degree Programs | 2,002 | 90% |
| | Certificate in Professional Nursing Programs | 21 | 100% |
| | Diploma Programs | 277 | 94% |
| | Ohio Licensed Practical Nursing Exam - 2003 | 735 | 93% |
| **Pharmacy** | First-time candidates in 2003 taking both the NAPLEX (North American Pharmacy Licensing Exam) and MPJE (Multi-state Pharmacy Jurisprudence Exam) | 258 | 93% |
| **Other Health Care** | First-Time Exams Taken - 2003-04 Academic Year | | |
| | Emergency Medical Technician - Basic | 1,036 | 71% |
| | Emergency Medical Technician - Advanced | 135 | 56% |
| | Emergency Medical Technician - Paramedic | 456 | 69% |
| | Dental Hygienist - National Board Exam | 228 | 96% |
| | Occupational Therapy Assistant | 62 | 92% |
| | Physical Therapy Assistant | 151 | 68% |
| **Law** | Ohio Bar Examination - July 2004 First-Time Takers | 889 | 82% |

- Teaching and nursing licensure exam pass rates each equal or exceed 89%. Pharmacy exam pass rates were 93%, and Ohio Bar Exam pass rates were 82%.

- Results for other health care areas were mixed, with a 96% pass rate for dental hygiene and 92% for occupational therapy assistant. Emergency medical technician pass rates ranged from 56% to 71%, while physical therapy assistant pass rates were only 68%.

## IN-STATE RETENTION OF OHIO RESIDENT STUDENTS ONE-HALF YEAR FOLLOWING GRADUATION FROM AN OHIO PUBLIC OR PRIVATE INSTITUTION

Spring 1999 through Spring 2003 Graduates

| | Percent of Graduates Employed In Ohio or Attending College in Ohio | | | | |
|---|---|---|---|---|---|
| | Year of Graduation | | | | |
| **Degree Level** | **1999** | **2000** | **2001** | **2002** | **2003** |
| Associate | 89% | 88% | 88% | 87% | 88% |
| Bachelor's | 76% | 76% | 76% | 76% | 76% |
| Masters | 77% | 77% | 80% | 80% | 79% |
| Doctoral | 60% | 57% | 59% | 63% | 57% |
| Medicine | 47% | 45% | 52% | 53% | 52% |
| Law | 68% | 69% | 69% | 67% | 69% |
| **All Degree Levels** | **78%** | **78%** | **78%** | **78%** | **78%** |

- Ohio lags the United States in higher educational attainment. Outcomes that would contribute to closing this gap include producing more higher education graduates, keeping a high proportion of them in Ohio following graduation, and encouraging highly educated people to migrate to Ohio.
- Ohio retains high proportions of its resident graduates. For the last five graduating classes, 78% of graduates at all levels remained in the state to work or attend school. The 2003 retention rate was 88% at the associate level, 76% at the bachelor's level, and 79% at the master's level.
- Graduates at the doctoral and professional levels are more likely to leave Ohio after graduation than are graduates at the associate, bachelor's, and master's levels. This phenomenon reflects the tendency of advanced degree holders to search for employment in regional and national markets.
- Trends in in-state retention have been relatively stable over the last five years. In addition, these retention rates are comparable to migration rates obtained from Census data for college-educated young people. Census results indicate that the in-state retention rate from 1995 to 2000 for 20 to 29 year olds with bachelor's degrees or above was 73% for Ohio and 72% for all other states.

## EMPLOYMENT AND EARNINGS TRENDS FOR SPRING 1999 GRADUATES FROM OHIO PUBLIC AND PRIVATE INSTITUTIONS WHO BEGAN WORKING FULL-TIME WITHIN ONE-HALF YEAR OF GRADUATION

| | Cohort of Graduates Employed Full-Time in Ohio in 4th Quarter of 1999 | | Average Annual Earnings of Cohort Graduates still Employed Full-Time in Ohio 5 Years Later | | |
|---|---|---|---|---|---|
| **Degree Level and Top 4 Subject Areas in Terms of Cohort Size** | **Number in Cohort** | **Number still employed full-time in Ohio 5 years later** | **1st Year** | **5th Year** | **% Change** |
| **Associate Degree** | **4,663** | **3,775** | **$31,293** | **$41,862** | **34%** |
| Health | 1,756 | 1,458 | $31,596 | $43,017 | 36% |
| Business | 997 | 796 | $29,892 | $37,753 | 26% |
| Engineering | 669 | 556 | $35,827 | $48,170 | 34% |
| Arts & Humanities | 377 | 291 | $29,263 | $39,574 | 35% |
| **Bachelor's Degree** | **12,283** | **9,300** | **$32,391** | **$46,713** | **44%** |
| Business | 1,673 | 1,270 | $34,722 | $52,012 | 50% |
| Education | 1,362 | 1,131 | $28,336 | $39,274 | 39% |
| Social & Behavioral Sciences | 1,189 | 848 | $27,265 | $39,315 | 44% |
| Arts & Humanities | 1,094 | 739 | $28,065 | $41,131 | 47% |
| **Master's Degree** | **2,054** | **1,630** | **$45,768** | **$60,001** | **31%** |
| Education | 704 | 604 | $41,487 | $53,875 | 30% |
| Business | 447 | 325 | $62,693 | $83,441 | 33% |
| Social & Behavioral Sciences | 326 | 261 | $35,068 | $46,663 | 33% |
| Health | 233 | 189 | $46,874 | $60,031 | 28% |

- Both initial earnings following graduation and earnings growth are important factors to consider in evaluating the labor market outcomes of graduates. Low initial earnings may be more than offset by earnings growth over time.
- Associate degree recipients often earn first-year salaries only slightly below those of bachelor's degree recipients. The results for the cohort of spring 1999 graduates are typical. Estimated average annual salaries for associate degree recipients in the first year after graduation were $31,293, only about 3% less than the $32,391 average for bachelor's degree recipients.
- However, growth in earnings for bachelor's degree recipients is generally higher than that for associate degree graduates. Average earnings of associate degree recipients who were estimated to have worked full-time in both 1999 and 2003 grew 34%, compared to 44% for bachelor's degree recipients.

## EARNINGS OF OHIO RESIDENT GRADUATES EMPLOYED FULL-TIME IN 4TH QUARTER 2003

SPRING 2003 GRADUATES – JOBS BY DEGREE LEVEL AND SUBJECT AREA

| SUBJECT AREA | Associate Degree Graduates | | | Bachelor's Degree Graduates | | |
|---|---|---|---|---|---|---|
| | Jobs in this area as a percentage of all full-time jobs obtained by graduates | Average salary of graduates employed full-time in 4th Qtr 2003 | Average age of graduates | Jobs in this area as a percentage of all full-time jobs obtained by graduates | Average salary of graduates employed full-time in 4th Qtr 2003 | Average age of graduates |
| Arts & Humanities | 10% | $29,585 | 28 | 10% | $27,137 | 25 |
| Business | 20% | $30,986 | 30 | 19% | $33,339 | 25 |
| Education | 2% | $25,549 | 30 | 12% | $28,678 | 25 |
| Engineering | 12% | $35,628 | 29 | 7% | $40,644 | 25 |
| Health | 40% | $38,748 | 30 | 7% | $46,740 | 27 |
| Natural Science & Mathematics | 4% | $30,066 | 28 | 5% | $31,620 | 24 |
| Social & Behavioral Sciences | 3% | $25,849 | 33 | 11% | $27,014 | 25 |
| Other | 7% | $32,769 | 28 | 2% | $30,712 | 27 |
| Degree Area Not Known | 2% | $32,791 | 29 | 28% | $31,209 | 24 |
| **Total** | **100%** | **$34,400** | **29** | **100%** | **$32,207** | **25** |

- First-year earnings for associate and bachelor's degree recipients generally are not very far apart. For spring 2003 graduates, average associate degree earnings exceeded bachelor's degree earnings by about $2,000. However, it is important to keep in mind the influence on earnings of field of study and graduates' age.

- The average age of associate degree recipients is 29, compared to 25 for bachelor's degree recipients. The greater work experience and employment search experience on the part of older graduates may contribute to higher earnings.

- In addition, greater proportions of associate degrees are awarded in the higher-paying fields of health (40% of associate and 7% of bachelor's degrees) and engineering (12% of associate and 7% of bachelor's degrees).

# FINANCIAL ISSUES IN HIGHER EDUCATION

The benefits from higher education include a better-educated citizenry that earns more and contributes more to the larger community. These benefits come at a cost, however, since quality higher education cannot be delivered without employing highly educated instructors and staff and providing them with modern equipment and facilities.

Discussions of higher education finance are complicated by potential misunderstandings regarding the meanings of the words "cost" and "price." Educational costs refer to the expenditures made by colleges and universities to deliver instruction. Costs are funded through many revenue sources, but two of the most important are state government appropriations and tuition revenue. Tuition is the "price" of higher education that is paid by students, and covers only a portion of the total costs. As a result of financial aid in the form of federal, state, and institutional grants, many students do not pay the full "sticker price" tuition. Net prices (sticker price tuition minus grants) can vary considerably across students.

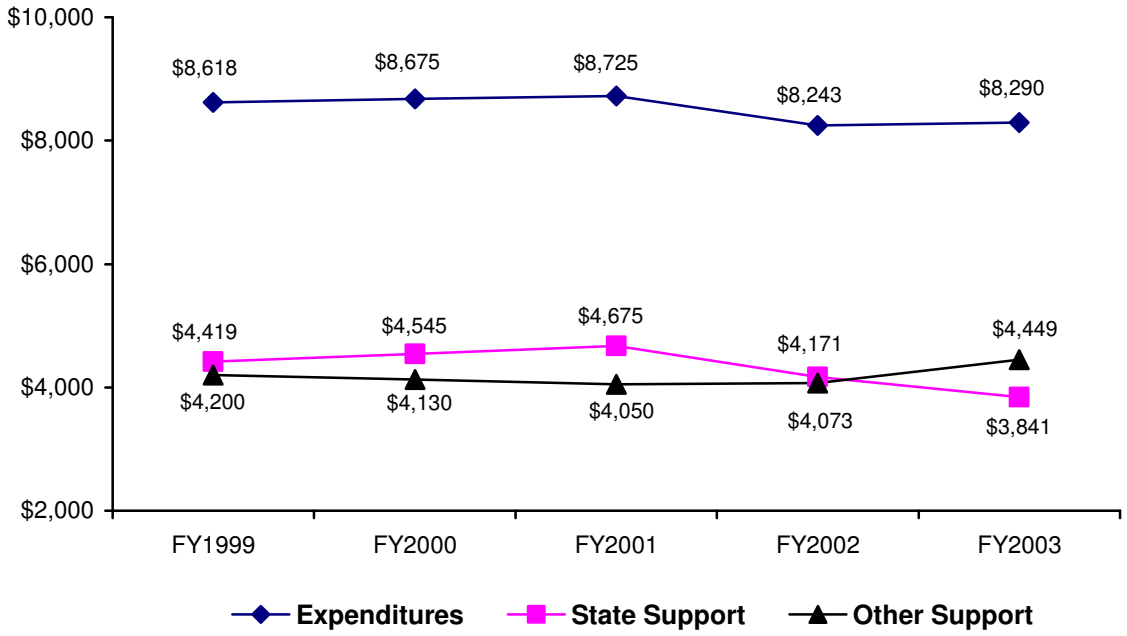
Based on comparative data from the State Higher Education Executive Officers finance survey, public higher education in Ohio has about average costs, but due to relatively low state support, average tuition price per student is 54% higher in Ohio than in the rest of the United States. In FY 2003, Ohio's total government appropriations and tuition funding per full-time equivalent student were $9,193, about 6% higher than the national level of $8,694. Among the 50 states, Ohio ranks 36th$^{th}$ in appropriations per student, 10th highest in tuition per student, and 23rd in overall funding per student. Ohio's level of appropriations per student was $4,767, compared to the national level of $5,823. Ohio's average tuition revenue (gross tuition revenue minus state financial aid grants) per student was $4,426, compared to $2,872 in the United States as a whole. Put another way, the student and family share of higher education funding was 48% in Ohio and 33% in the United States as a whole. (See page 52 for more data on Ohio and national tuition levels.)

The last five years (FY 1999 to FY 2003) in Ohio have seen a 13% increase in annualized full-time equivalent enrollments and a 13% ($578) decrease in inflation-adjusted state support per support-eligible undergraduate student. Ohio's public higher education institutions have responded to declining state support in two ways: by reducing inflation-adjusted costs per undergraduate student by $328 and increasing revenue per student from tuition and other sources by $249 over this time period.

A variety of factors influence costs per student. This report presents fall 2003 data on three of them: class size, types of instructors teaching courses, and facilities utilization rates. The median size of lecture

classes in all public institutions was 22, with 19% of course enrollments occurring in classes with fewer than 20 students and 24% of course enrollments occurring in classes with 50 or more students. Fifty-eight percent of undergraduate credit hours were taught by full-time instructors, 34% by part-time instructors, and 9% by graduate assistants. Peak facilities utilization rates were 74% during daytime hours (8:00 am to 4:00 pm) and 64% during evening hours (4:00 pm to 8:00 pm).

**Expenditures, State Support, and Other Support per Undergraduate FTE**
FY 1999 to FY 2003 - Constant 2003 Dollars




- In constant 2003 dollars, instructional and general expenditures per full-time equivalent undergraduate student in all public higher education institutions fell $328, from $8,618 in FY 1999 to $8,290 in FY 2003. This represents a 4% reduction in expenditures per student over this five-year period.

- From FY 1999 to FY 2001, state support per undergraduate student rose about 6%, from $4,419 to $4,675. This increase in state support allowed colleges and universities to increase spending per student by 1%, from $8,618 to $8,725, and to reduce tuition and other support per student by about 4%, from $4,200 to $4,050.

- From FY 2001 to FY 2003, state support per undergraduate student fell by 18%, from $4,675 to $3,841. Tuition and other revenues increased to cover the losses from reduced state support, but the increased revenue from these sources was less than the decrease in state support. State support per student fell by $834 and tuition and other revenue rose by $399, resulting in a net reduction of $435 in spending per student.

## INSTRUCTIONAL AND GENERAL EXPENDITURES AND STATE SUPPORT PER FULL-TIME EQUIVALENT STUDENT

FY 2002-2003

| | Full-Time Equivalent Students (FTE) for Fiscal Year[2] | | Expenditures per FTE | | | State Support[1] per Subsidy-Eligible FTE | | |
|---|---|---|---|---|---|---|---|---|
| Sector | 2003 | % Change from 1999 | 2003 | % Change from 2002 | % Change from 1999 | 2003 | % Change from 2002 | % Change from 1999 |
| Community Colleges | 40,662 | 32% | $7,460 | 4% | -2% | $3,048 | -9% | -13% |
| State Community Colleges | 43,546 | 26% | $6,018 | 3% | 9% | $3,028 | -8% | -4% |
| Technical Colleges | 17,748 | 17% | $6,402 | -2% | 1% | $3,402 | -9% | -9% |
| University Regional Campuses | 32,362 | 20% | $7,275 | 1% | 7% | $3,434 | -7% | -1% |
| University Main Campuses: | | | | | | | | |
| *All Students* | 227,051 | 7% | $12,202 | 3% | 11% | $5,896 | -3% | -2% |
| *Undergraduate Only* | 186,801 | 6% | $9,355 | 4% | 10% | $4,306 | -5% | -1% |
| State Total | 361,369 | 13% | $10,197 | 2% | 7% | $4,859 | -5% | -5% |

[1] State support includes State Share of Instruction, Access Challenge, Success Challenge, and special supplements to Shawnee State University and Central State University

[2] Enrollment figures reported here are for an entire fiscal year (all terms), and will differ from those reported on page 13, which are for the fall term only.

- Statewide instructional and general expenditures per full-time equivalent student were $10,197 in FY 2003, a 2% increase over FY 2002 and a 7% increase over FY 1999. However, when inflation is factored in, statewide instructional and general expenditures per full-time equivalent student in FY 2002 actually declined 3% from FY 1999 levels. About 48% of instructional and general costs were covered by state subsidy in FY 2003, down from 52% in FY 2002 and 54% in FY 1999.
- Per student costs rose by about 2% from FY 2002 to FY 2003 across all public higher education sectors. This cost increase is roughly equal to the rate of inflation for this time period.
- Across sectors, the pattern of costs and state support varies according to the level and type of instruction undertaken, and the non-state support sources of revenue available to institutions.
- The highest expenditures per student are found on university main campuses, due to the prevalence of graduate, professional, and upper division instruction, which costs more than the lower division undergraduate courses that predominate at community colleges, technical colleges, and university regional campuses.
- Community colleges (which have local tax levies) and state community colleges have similar program offerings, so their state subsidy varies only by $20 per student. However, due to the increased financial resources available to community colleges through their local property tax levies, community colleges spent $1,442 more per student than state community colleges. These resources allow community colleges to provide additional services to their students and communities.

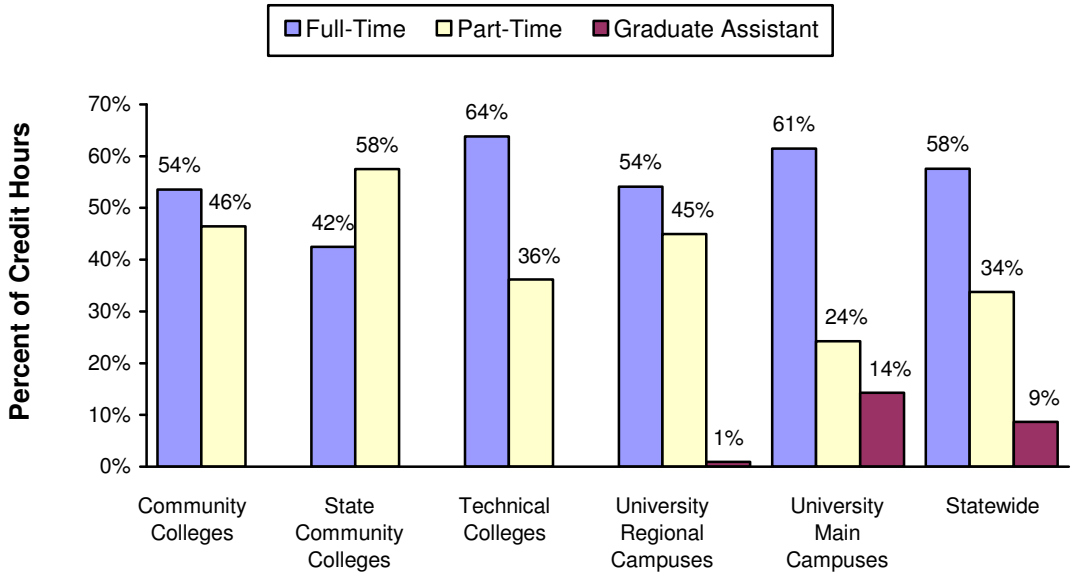
## Median Undergraduate Lecture Class Meeting Size and Probability of Being Enrolled in Classes with Fewer than 20 and 50 or More Students

Ohio Public Campuses – Fall 2003

| Type of Institution | Median Lecture Size | Percent of Student Enrollments in Lecture Meetings Having: | |
|---|---|---|---|
| | | Fewer than 20 students | 50 or more students |
| Community Colleges | 21 | 26% | 5% |
| State Community Colleges | 19 | 34% | 1% |
| Technical Colleges | 19 | 35% | 7% |
| University Regional Campuses | 22 | 24% | 6% |
| University Main Campuses | 25 | 12% | 37% |
| **Statewide Total** | **22** | **19%** | **24%** |

- Although quality education can be delivered in both large and small classes, many students consider class size when deciding which college to attend or which classes to take.
- Class sizes vary by type of institution, with students at university main campuses more likely to be enrolled in larger classes than students at other types of institutions.
- Statewide, the median size of a lecture class was 22 students in fall 2003. Nineteen percent of student course enrollments were in classes with fewer than 20 students, while 24% of course enrollments were in classes with 50 or more students.
- Class meetings were slightly larger in fall 2003 when compared to the same data measured in fall 2001.

## Percent of Undergraduate Credit Hours Taught by Type of Instructor - Fall 2002




- Statewide, across all public-sector institutions, 58% of credit hours taken by all undergraduates were taught by full-time faculty, 34% were taught by part-time faculty, and 9% were taught by graduate assistants in fall 2002.
- The university instructor mix is unique due to the presence of graduate students, who teach 14% of the undergraduate credit hours at the main campuses and 1% of undergraduate credit hours at the regional campuses. However, university main campuses are less likely to use part-time instructors than are other types of institutions. The combined credit production share for main campus part-time instructors and graduate assistants is 38%, compared to a 43% part-time share for the statewide total.
- When making decisions on the types of instructors assigned to teach classes, colleges and universities must consider issues of cost, quality, and flexibility. Full-time faculty are more likely to have long-term contracts with the institutions where they teach, more teaching experience, and higher academic credentials than part-time faculty or graduate students. However, classes taught by full-time faculty cost more than those taught by other types of instructors, such as part-time instructors and graduate students.
- Although classes taught by part-time faculty and graduate students cost less to offer than those taught by full-time faculty, it should not be assumed that their quality is lower. Part-time faculty often have significant work experience in the fields in which they are teaching. Many graduate assistants have taken a great deal of advanced coursework and are close to earning their doctoral degrees.

## Day and Evening Weighted Average Peak Facilities Utilization Rates by Campus Type - Fall 2003

| | Day (8:00 a.m. - 3:59 p.m.) | | Evening (4:00 p.m. - 7:59 p.m.) | |
|---|---|---|---|---|
| **Campus Type** | **Classroom** | **Laboratories** | **Classroom** | **Laboratories** |
| Technical Colleges | 71% | 62% | 48% | 55% |
| Co-Located Campuses | 81% | 48% | 69% | 44% |
| Community Colleges | 69% | 38% | 66% | 38% |
| Regional Campuses | 68% | 37% | 71% | 40% |
| University Main Campuses | 76% | 45% | 60% | 35% |
| **Statewide** | 74% | 42% | 64% | 38% |

- Public higher education institutions have made large investments in classroom and laboratory facilities, and efficient use of resources requires that they be utilized at appropriate levels. Efficiency does not require 100% usage at all times by scheduled for-credit classes. Other uses of these facilities include continuing-education classes, workforce development seminars, study sessions for credit classes, credit instruction offered by other institutions, and student organization meetings. Also, it is necessary to have scheduling flexibility to meet student demand for classes at convenient times.

- Peak usage is the utilization rate when the highest number of classes is offered on a college or university campus. Institutions must have the appropriate resources to handle their busiest class times to meet their students' needs. Because Ohio's colleges and universities serve a variety of student needs, peak usage may occur at different times during the day, depending on the institution. While a university that serves a largely residential population may find that its peak usage occurs around 10:00 a.m., a community college that serves a working population may find its peak usage earlier in the morning or in the evening.

- Laboratory utilization levels will always be significantly lower than classroom utilization levels because of the more specialized nature of laboratories. Some laboratories contain equipment that is specific to a particular discipline, and therefore the laboratory is available only for certain types of classes. In other cases, laboratories are physically arranged in a manner that makes them undesirable for use for lecture-type instruction.

- The average statewide peak level for scheduled classroom utilization is 74% for classroom day use and 64% for classroom evening use. The average peak level for scheduled laboratory utilization is 42% for laboratory day use and 38% for laboratory evening use.

- The average numbers by sector vary between 68% and 81% for classroom day use and between 48% and 71% for classroom evening use. For laboratories, average peak usage varies between 37% and 62% for day use and between 35% and 55% for evening use.

# Higher Education Affordability

Although the benefits from earning a college degree are substantial, students and their families have concerns about the high costs of paying for college. Their concerns are complicated by difficulties in determining what college attendance costs actually are for individual families. Published tuition amounts indicate a "sticker price," which can be viewed as a maximum price that is paid by students who do not receive financial aid. Many students receive financial aid that is awarded for a wide variety of reasons including financial need, academic excellence, and athletic participation. Students do not know what college will actually cost them until they apply for financial aid and receive notice of their award levels. Financial aid comes in two basic forms: grants and loans. Grants awarded on a merit basis are often called scholarships. Unlike grants, loans must be paid back under repayment conditions that vary depending on the type of loan received. The true affordability of higher education is determined by the relationship between the net price, which is the sticker price minus grants received, and student ability to pay. Due to data limitations, there is much that we do not know about the net tuition prices paid by students with varying abilities to pay.

We do know that sticker price tuition rates at Ohio's public institutions are high compared to national averages. Ohio's undergraduate tuition in 2004-2005 averaged $7,508 at public four-year universities (46% higher than the four-year national average) and $3,175 at public two-year colleges and regional university branch campuses (53% higher than the two-year national average). Tuition at private institutions is generally higher than at public institutions. After adding books and living expenses to the total bill for college attendance, prospective college students may be discouraged from attending because they believe they cannot afford to. However, both tuition rates and financial aid must be considered before making decisions about college affordability.

At Ohio's public four-year universities, 77% of first-time freshmen received some kind of financial aid (including loans) in 2002-2003. Twenty-five percent received federal grants that averaged $2,824 and twenty-one percent received state grants that averaged $1,499. Students in Ohio's two-year sector are more likely than their four-year counterparts to receive federal grants (43%) and state grants (32%). Most federal and state grants are awarded on the basis of student financial need. It is interesting to note that if a financially needy student attending an Ohio two-year public institution received the average award of federal and state grant aid, the total grant award of $3,554 would be approximately equal to the average sticker price tuition at such institutions.

Ohio resident undergraduates attending Ohio public institutions received a total of $541 million in grant awards from all sources, which is 39% of the "sticker price" tuition charged to those students. Of the $541 million in total grants, $374 million, or 69%, was awarded through need-based programs. Merit-based programs accounted for 16% of total grant awards, and athletic and other awards accounted for 14%. About half of the merit-based and athletic and other grants were awarded to students with financial need. Overall, 84% of total grant awards were received by needy students.

In 2003-2004, the State of Ohio awarded more than $214 million in grants to Ohio college students. Students attending public institutions received $99 million, or 46%, of these funds. The Ohio Instructional Grant, a need-based program, is the largest state financial aid program with $137 million in awards, making up 68% of total grants. The next largest grant program is the Ohio Choice Grant, which is awarded to full-time students at Ohio's private, not-for-profit institutions. Choice grants totaling more than $50 million were awarded to nearly 55,000 students. A variety of smaller financial aid programs awarded more than $27 million in grants.

## IN-STATE, UNDERGRADUATE WEIGHTED TUITION AND FEES

| Sector | Nation[1] | Ohio[2] | | | |
|---|---|---|---|---|---|
| | 2004-2005 | 2003-2004 | 2004-2005 | % Increase | Ohio as a % of the nation |
| **Two-Year Public** | $2,076 | $2,966 | $3,175 | 7.1% | 153% |
| Community Colleges | | $2,027 | $2,146 | 5.9% | 103% |
| State Community Colleges | | $2,922 | $3,125 | 6.9% | 151% |
| Technical Colleges | | $3,255 | $3,456 | 6.2% | 166% |
| University Regional Campuses | | $4,121 | $4,476 | 8.6% | 216% |
| **University Main Campuses** | $5,132 | $6,822 | $7,508 | 10.1% | 146% |

[1] Data from The College Board's Annual Survey of Colleges

[2] Tuition and fees assessed to new students and in effect as of November 26, 2004. Tuition and fees charged to continuing students at many institutions can be different than those charged to new students. Regulations limiting tuition and fees increases (fee caps) to 9.9% apply to weighted average rates for both new and continuing students.

- Tuition and fees at Ohio public higher education institutions are high compared to national averages, and these charges have risen sharply in recent years.
- At Ohio's public university main campuses, average in-state undergraduate tuition was $7,508 in 2004-2005, 46% higher than the national level of $5,132.
- For all of Ohio's two-year public institutions combined, average tuition was $3,175 in 2004-2005, 53% higher than the national level of $2,076.
- Significant differences in tuition exist within Ohio's two-year public sector. Average tuition at community colleges was $2,146, compared to $3,125 at state community colleges. Revenues from local tax levies received by community colleges are used to help lower tuition. Average tuition was $3,456 at technical colleges and $4,476 at university regional campuses.
- All public higher education sectors experienced increases in tuition from FY 2003-04 to FY 2004-05, ranging from an average 5.9% increase at community colleges to an average 10.1% increase at university main campuses.

## Financial Aid - 2002-2003 Academic Year
## Percent Receiving Aid and Average Award Amounts

First-time, Full-time, Degree-seeking Freshmen

| Type of Aid | Public 4-Year Sector | | | | Public 2-Year Sector | | | | Private 4-Year Sector | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent Receiving Aid | | Average Award | | Percent Receiving Aid | | Average Award | | Percent Receiving Aid | | Average Award | |
| | *Ohio* | *U.S* | *Ohio* | *U.S* | *Ohio* | *U.S* | *Ohio* | *U.S* | *Ohio* | *U.S* | *Ohio* | *U.S* |
| Any Aid | 77% | 73% | | | 67% | 59% | | | 90% | 84% | | |
| Federal Grants | 25% | 28% | $2,824 | $2,951 | 43% | 38% | $2,520 | $2,659 | 32% | 32% | $3,016 | $3,319 |
| State Grants | 21% | 36% | $1,499 | $2,306 | 32% | 28% | $1,034 | $1,142 | 64% | 30% | $1,661 | $3,031 |
| Institution Grants | 38% | 32% | $3,417 | $2,761 | 16% | 11% | $1,155 | $1,120 | 76% | 63% | $8,350 | $8,159 |
| Federal Loans | 51% | 42% | $3,855 | $3,409 | 34% | 15% | $2,593 | $2,583 | 66% | 61% | $4,410 | $5,001 |

- Wide variation exists in net prices paid by students to attend college, in both Ohio and the United States. The above table displays the percentage of first-time, full-time, degree-seeking freshmen who receive federal, state, or institutional grants, and federal loans. The average award for students receiving each type of grant or loan is also reported.

- High proportions of students in all sectors receive aid, with Ohio students being somewhat more likely to receive aid than students in the U.S. as a whole.

- In the public four-year sector, 77% of Ohio freshmen received some kind of aid, compared to 73% in the U.S. Ohio freshmen were less likely than their U.S. counterparts to receive federal and state grants and more likely to receive institutional grants and federal loans.

- Freshmen in Ohio's public two-year sector are more likely than those in the U.S. as a whole to receive any type of aid (67% compared to 59%) and are also more likely to receive each specific type of aid. The most striking difference is in federal loans, which are taken out by 34% of Ohio's public two-year freshmen and by only 15% of U.S. public two-year freshmen.

- Freshmen in Ohio's private four-year sector (includes both independent and proprietary institutions) are more likely than those in the U.S. as a whole to receive any type of aid (90% in Ohio, 84% in the U.S.). The biggest difference is in state grants, which are received by 64% of freshmen in Ohio's four-year private institutions and 30% of U.S. freshmen. However, the average state grant received in Ohio is a little more than half the average U.S. grant ($1,661 in Ohio, $3,031 in the U.S.).

## FY 2003 GRANT AID* BY SOURCE AND TYPE OF AID

Resident Undergraduates at Ohio Public Institutions

| | All Types | Need | | Merit | | Other | | Athletic | |
|---|---|---|---|---|---|---|---|---|---|
| | $ | $ | % | | | $ | % | $ | % |
| State Grants | $99.4 | $72.4 | 73% | $6.3 | 6% | $20.8 | 21% | | |
| Federal Grants | $281.7 | $275.3 | 98% | $1.0 | <1% | $5.4 | 2% | | |
| Institutional - Internal Grants | $112.8 | $20.7 | 18% | $60.1 | 53% | $19.8 | 18% | $12.2 | 11% |
| Institutional - External Grants | $46.6 | $5.8 | 13% | $21.9 | 47% | $17.0 | 36% | $1.9 | 4% |
| **All Sources** | **$540.5** | **$374.2** | **69%** | **$89.3** | **16%** | **$62.9** | **12%** | **$14.2** | **3%** |

* In millions of dollars

## FY 2003 GRANT AID* TO NEEDY STUDENTS BY TYPE OF AID

Resident Undergraduates at Ohio Public Institutions

| | All Types | Need | Merit | Other | Athletic |
|---|---|---|---|---|---|
| Grants from All Sources | **$540.5** | **$374.2** | **$89.3** | **$62.9** | **$14.2** |
| Dollars to Needy Students | *$455.1* | *$374.2* | *$44.0* | *$30.9* | *$6.0* |
| Percent to Needy Students | 84% | 100% | 49% | 49% | 42% |

* In millions of dollars

- Financial aid grants are a critical component of affordability of higher education. What counts to the student is not sticker price tuition, but net tuition, which is sticker price minus grants. It is this net tuition that must be paid though current out-of-pocket expenditures and loans.
- Ohio resident undergraduates received nearly $541 million in financial aid grants in fiscal year 2003. Need-based awards totaled $374 million, accounting for 69% of total grants; merit-based awards totaled approximately $89 million, accounting for 16% of total grants. Seventy-seven million dollars of athletic and other types of grants were awarded, accounting for 14% of the total.
- It is important to examine grant awards by type, since each type of grant is designed to encourage or reward specific groups of students. Need-based programs exist to provide encouragement and assistance to financially needy students and merit-based grants exist to encourage and reward academic achievements. However, it is also important to realize that grants awarded based on criteria other than need can be received by needy students. Consequently, 49% of merit-based grants were received by Ohio resident undergraduate students with financial need, as were 42% of athletic and 49% of other types of grants. Eighty-four percent of total financial aid grants were awarded to students with financial need.

## DISTRIBUTION OF OHIO FINANCIAL AID GRANT FUNDS

FY 2004

| Financial Aid Program | All Institutions | | Public Institutions | | Private, For-profit | | Private, Not-for-profit | |
|---|---|---|---|---|---|---|---|---|
| | # | $ | # | $ | # | $ | # | $ |
| **Total, All Programs** | | **$214,485,742** | | **$98,908,279** | | **$24,314,477** | | **$89,595,466** |
| Ohio Instructional Grant | 98,705 | $123,474,797 | 74,464 | $67,206,852 | 10,304 | $21,971,627 | 13,937 | $34,296,318 |
| Part-Time Ohio Instructional Grant | 31,572 | $13,406,161 | 28,616 | $11,573,345 | 972 | $522,591 | 1,984 | $1,310,225 |
| *Total OIG* | 130,277 | 136,880,958 | 103,080 | 78,780,197 | 11,276 | 22,494,218 | 15,921 | 35,606,543 |
| Choice Grants | 54,819 | $50,147,798 | - | - | - | - | 54,819 | $50,147,798 |
| Ohio Academic Scholarship | 3,711 | $7,895,764 | 2,308 | $4,863,625 | 15 | $36,337 | 1,388 | $2,995,802 |
| War Orphans | 772 | $3,658,895 | 625 | $3,010,406 | 8 | $31,008 | 139 | $617,481 |
| Student Workforce Development | 7,796 | $1,745,262 | - | - | 7,796 | $1,745,262 | - | - |
| Safety Officers | 38 | $183,430 | 34 | $170,798 | 2 | $4,652 | 2 | $7,980 |
| National Guard | 3,608 | $13,303,405 | 3,196 | $11,636,885 | NA* | NA* | NA* | NA* |
| Nurse Education Assistance Loan Program | 234 | $670,230 | 154 | $447,368 | 1 | $3,000 | 79 | $219,862 |

* Detailed data on National Guard Scholarships awarded to students at private for-profit and not-for-profit institutions are not available separately. Scholarships totaling $1,667,520 were awarded to 412 students attending private institutions in Ohio.

- The Ohio state government administers nine higher education financial aid grant programs that award about $214 million in grants to college students from Ohio. The largest grant program is the Ohio Instructional Grant (OIG), which is a need-based program that makes awards to both full-time and part-time students. Total OIG awards are $137 million, with $79 million (58%) of the award dollars being received by students attending public institutions.
- The second largest grant program is the Choice Grant, which is awarded to students attending full-time at an independent not-for-profit institution in Ohio. Almost 55,000 students received a total of $50 million in Choice grants, for an average award of about $900.
- At the end of each academic year, each high school in Ohio designates one of its graduates to receive the Ohio Academic Scholarship (OAS), which averages $2,128 per year. A total of 3,711 Ohio Academic Scholarship recipients received almost $8 million in OAS grants.
- A variety of additional grant programs, including the National Guard Scholarships, War Orphans Scholarships, Student Workforce Development Grants, Safety Officers Scholarships, and the Nurse Education assistance Loan Program, awarded about $27 million in total grants.

# CAMPUS MISSIONS OF OHIO'S STATE-SUPPORTED COLLEGES AND UNIVERSITIES

Full information on educational outcomes at the institutional level is available in the electronic versions of this report, which are published on CD-ROM or are available on the Ohio Board of Regents website at www.regents.state.oh.us\perfrpt. Interpretation of these institutional measures requires some background knowledge of the missions of the institutions and the characteristics of the students that they serve. This section presents the mission statements for the public colleges and universities in Ohio. The following section presents basic data on institutional enrollment and student characteristics.

| Sector | Number of Institutions | Primary Degree Programs | State and Local Government Instructional Funding Sources |
|---|---|---|---|
| Community Colleges | 6 | Technical and transfer programs leading to associate degrees and less-than-2-year certificates | • Local property tax levies<br>• State appropriations |
| State Community Colleges | 9 | Technical and transfer programs leading to associate degrees and less-than-2-year certificates | • State appropriations |
| Technical Colleges | 8 | Technical programs leading to associate degrees and less-than-2-year certificates | • State appropriations |
| Public University Main Campuses and Medical Colleges | 15 | Associate, bachelor's, graduate, and professional degrees | • State appropriations |
| Public University Regional Campuses | 24 | Transfer programs leading to associate degrees and less-than-2-year certificates | • State appropriations |

## MISSION STATEMENT - COMMUNITY COLLEGES, STATE COMMUNITY COLLEGES, AND TECHNICAL COLLEGES

Community colleges are comprehensive two-year institutions offering both technical and transfer programs supported in part by a local property tax levy as well as by state subsidy and tuition and fees. The Community colleges include: Cuyahoga Community College; Jefferson Community College; Lakeland Community College; Lorain County Community College; Rio Grande Community College; and Sinclair Community College.

State community colleges are comprehensive two-year institutions offering both technical and transfer programs supported primarily by state subsidy and tuition and fees. The state community colleges include: Cincinnati State Technical & Community College; Clark State Community College; Columbus State Community College; Edison State Community College; Northwest State Community College; Owens State Community College; Southern State Community College; Terra State Community College; and Washington State Community College.

Technical colleges are comprehensive two-year institutions offering only technical programs but whose core curriculum is nonetheless transferable to a four-year institution. Technical colleges are

supported primarily by state subsidy and tuition and fees. The technical colleges include: Belmont Technical College; Central Ohio Technical College; Hocking Technical College; James A. Rhodes State College; Marion Technical College; Muskingum Area Technical College; North Central State College; and Stark State College of Technology.

The Ohio Association of Community Colleges has prepared an extract from Ohio law that identifies the specific missions of all the community colleges, state community colleges, and technical colleges. All community colleges, state community colleges, and technical colleges must meet the nine educational service standards established in Section 3333.20 of the Ohio Revised Code. These institutions must offer or demonstrate at least the following:

1) An appropriate range of career or technical programs designed to prepare individuals for employment in specific careers at the technical or paraprofessional level;
2) Commitment to an effective array of developmental education services providing opportunities for academic skill enhancement;
3) Partnerships with industry, business, government, and labor for the retraining of the workforce and the economic development of the community;
4) Noncredit continuing education opportunities;
5) College transfer programs or the initial two years of a baccalaureate degree for students planning to transfer to institutions offering baccalaureate programs;
6) Linkages with high schools to ensure that graduates are adequately prepared for post-secondary instruction;
7) Student access provided according to a convenient schedule and program quality provided at an affordable price;
8) That student fees charged by any institution are as low as possible, especially if the institution is being supported by a local tax levy; and
9) A high level of community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel.

One of these two-year institutions, Rio Grande Community College, provided the following detailed mission statement:

**RIO GRANDE COMMUNITY COLLEGE**

Rio Grande Community College is set on the campus of the University of Rio Grande serving Gallia, Jackson, Meigs, and Vinton Counties. The Community College has a unique relationship with the University that provides the citizens of rural Appalachian Ohio with affordable opportunities to obtain both a traditional community college education or continue on to obtain a baccalaureate and/or masters degree. The institution draws primarily traditional students as freshmen, most of who attend full-time, with a high percentage who plan to earn their baccalaureate on the URG/RGCC campus.

Many community college students continue to upper level university courses without getting associate degrees. Due to the unique partnership with the independent University of Rio Grande, information related to faculty and space usage is not reported to the state.

The rural, four-county region that URG/RGCC serves faces many challenges including social, economic and educational disadvantages. Public education in the area lags behind state standards, but local schools are improving, with more than half of the school districts now receiving Academic Watch ratings for the 2000 District Report Cards. Given these circumstances, most entry-level students require remedial courses in two or more academic areas. For those students placed into required remedial courses, success rates at college level courses are among the highest in the state. The regional population is expected to have little growth, with unemployment more than twice the state average. Graduates find most local employment opportunities with low-tech employers, often preferring to stay in the area, even when well-paying jobs in their major are available elsewhere in the state. Some graduates are employed in an adjacent county of West Virginia, and would not be available for verification of employment in Ohio.

Despite the challenges, Rio Grande Community College prepares students from distinctly disadvantaged backgrounds for jobs or further education, where they succeed at levels similar to students from other two and four-year public schools.

## FOUR-YEAR UNIVERSITIES AND MEDICAL COLLEGES

### BOWLING GREEN STATE UNIVERSITY

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world. This Vision is supported by: an extensive portfolio of distinctive undergraduate programs, focused master's and specialist degrees and a select number of nationally recognized doctoral programs; scholarly and creative endeavors of the highest order; academically challenging teaching, fully connected with research and public service; innovative academic planning that focuses on society's changing needs, student outcomes and the appropriate integration of technology; and an educational environment that develops culturally literate, self-assured, technologically sophisticated, productive citizens who are prepared to lead, to inspire and to preserve the great traditions of our democracy. The Core Values to which the University adheres are: respect for one another; cooperation; intellectual and spiritual growth; creative imaginings; and pride in a job well done.

### CENTRAL STATE UNIVERSITY

Central State University, as Ohio's only public Historically Black University, academically prepares students with diverse backgrounds and educational needs for leadership and service in an increasingly complex and rapidly changing world. As an open access institution, the University fosters academic excellence through a strong liberal arts foundation and majors in selected fields.

Central State serves many first-generation college students from groups historically underrepresented in higher education. These students often come from families with limited incomes and from under-funded school districts, resulting in greater challenges for them in adjusting to college. These factors may adversely affect traditional success factors, such as first-year retention and six year graduation rates.

### CLEVELAND STATE UNIVERSITY

A great city deserves and needs a great public university. Since 1964, Cleveland State University has met the educational needs of its students and responded to the challenges of the Northeast Ohio area.

As a major metropolitan university, Cleveland State provides a comprehensive, high-quality education to students of diverse backgrounds and experiences by creating a supportive and stimulating environment for them, offering continuing education and lifelong learning opportunities, and, most importantly, preparing them to lead productive, responsible and satisfying lives in a global society. Cleveland State University offers 117 undergraduate and graduate programs that include business administration, arts and sciences, engineering, education, law and urban affairs, as well as professional certificate and continuing education programs. Of Cleveland State's 16,300 students, about 85% remain in Northeast Ohio upon graduation. Cleveland State's formal mission is:

> "Our mission is to encourage the development of human and humane knowledge in the arts, sciences, humanities and professions through scholarship, creative activity and research while providing an accessible and contemporary education to all individuals. We are here to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society**."**

More information is available about Cleveland State University through www.csuohio.edu.

### KENT STATE UNIVERSITY

Kent State University's strength is its breadth of opportunity and the variety of education, research and outreach possibilities, through an eight campus network that stretches throughout northeast Ohio.

Kent State is Ohio's second-largest university, with about 35,000 students on its eight campuses. The university's overall excellence is reflected in its designation by the Carnegie Foundation as a

Doctoral/Research University – Extensive, a ranking that puts Kent State among the nation's top 90 public universities. Attracting more than $30 million a year in externally funded research, the Kent State contributes to the economy through the development of new products and enterprises. About 20 percent of the students on the Kent Campus are graduate students.

Kent State also has the largest residential campus in northeast Ohio, serving traditional students in a small-town atmosphere. But about half of Kent Campus students are from the urban areas of Cleveland, Akron-Canton and Youngstown. About one-fourth of Kent Campus students attend part-time.

Continued growth in the freshmen class and increases in the quality of that class allowed the Kent Campus to become more selective in admissions. Kent State's open admissions policy in its seven regional campuses, however, provides access to a wide range of traditional and non-traditional students in communities throughout northeast Ohio.

The unique eight-campus network is especially appealing to non-traditional students. Over 12,000 students take advantage of Kent State's Regional Campus programs. Kent State is the only Ohio university with such an extensive network of campuses. This regional access to college-level education is important to Ohio, but the Regional Campuses also directly benefit businesses, governments, schools, and other organizations through workforce training, applied research and technology assistance.

**MEDICAL COLLEGE OF OHIO AT TOLEDO (MCOT)**

The Mission of the Medical College of Ohio shall be the creation and maintenance of an academic environment that attracts the most highly qualified students and faculty, and fosters the pursuit of excellence in health education, research and service.

**MIAMI UNIVERSITY**

Miami's primary concern is its students. This concern is reflected in a broad array of efforts to develop the potential of each student. The University endeavors to individualize the educational experience. It provides personal and professional guidance and, it offers opportunities for its students to achieve understanding and appreciation not only of their own culture but also of the cultures of others as well. Selected undergraduate, graduate, and professional programs of quality should be offered with the expectation of students achieving a high level of competence and understanding and developing a personal value system. Since the legislation creating Miami University stated that a leading mission of the University was to promote "good education, virtue, religion, and morality," the University has been striving to emphasize the supreme importance of dealing with problems related to values.

Miami is committed to serve the community, state, and nation. It offers access to higher education, including continuing education, for those who can benefit from it, at a reasonable cost, without regard for race, creed, sex, or age. It educates men and women for responsible, informed citizenship, as well as for meaningful employment. It provides both disciplinary and interdisciplinary approaches to the pursuit of knowledge and to the solving of problems. It sponsors a wide range of cultural and educational activities, which have significance beyond the campus and the local community.

**NORTHEASTERN OHIO UNIVERSITIES COLLEGE OF MEDICINE**

The Northeastern Ohio Universities College of Medicine (NEOUCOM) is committed to graduating qualified physicians oriented to the practice of medicine at the community level, with an emphasis on primary care: family medicine, internal medicine, pediatrics and obstetrics/gynecology. NEOUCOM strives to improve the quality of health care in a 17-county region of northeast Ohio through:

- Education of undergraduate medical students;
- Assistance to residency programs in associated hospitals;
- Continuing education of physicians and other health professionals;
- Participation of faculty and students in innovative research programs; and
- Consortial education of graduate students in the biomedical, community health and behavioral sciences.

Through a unique consortial partnership with three state universities, 17 teaching hospitals across northeast Ohio and a health department, NEOUCOM provides a combined B.S./M.D. program that attracts some of the most talented future physicians in Ohio and graduates highly competent and compassionate doctors. The majority of our graduates enter primary care fields, and most remain in Ohio to practice in

local communities. The College also works to help keep these communities healthy through projects that prevent and eliminate disease and expand health education.

In addition, NEOUCOM's collaborative approach to research unites clinical, basic sciences and population-based research. By focusing research efforts on areas in which the College is particularly strong, NEOUCOM researchers have been able to contribute significantly to the bodies of knowledge within their fields, as well as to discover novel therapies and treatments for disease.

Accredited graduate programs in research and public health are available through NEOUCOM's consortial arrangements. The College offers a Ph.D. program in biomedical sciences in conjunction with the School of Biomedical Sciences at Kent State University. Students interested in earning an M.D./Ph.D. can do so, as well. Additionally, the Northeastern Ohio Masters of Public Health program was initiated in 1998 in cooperation with Kent State University, Cleveland State University, Youngstown State University, and the University of Akron.

**THE OHIO STATE UNIVERSITY**

**Purpose:** To advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

**Core Values**

- Pursue knowledge for its own sake.
- Ignite in our students a lifelong love of learning.
- Produce discoveries that make the world a better place.
- Celebrate and learn from our diversity.
- Open the world to our students.

**Overarching Goal:** The Ohio State University will be among the world's truly great universities.

**Future:** The Ohio State University will be recognized worldwide for the quality and impact of its research, teaching, and service. Our students will be able to learn and to advance knowledge in all areas. As a 21st century land-grant university, The Ohio State University will set the standard for the creation and dissemination of knowledge in service to its communities, state, nation, and the world. Our faculty, students, and staff will be among the best in the nation.

Academic excellence will be enriched by an environment that mirrors the diverse world in which we live. Within this environment, we will come to value the differences in one another along with the similarities, and to appreciate that the human condition is best served through understanding, acceptance, and mutual respect. Throughout the learning process, our faculty and staff will find the highest levels of fulfillment and satisfaction as they collaborate to educate and support a student body recognized for its scholarship and integrity.

Students will have the opportunity to learn on our campuses or from locations around the world through the innovative use of technology. The quality of our physical facilities and grounds will be consistent with our world-class status. Extracurricular activities will support the personal growth of all members of our community. Our intercollegiate athletic programs will routinely rank among the elite few.

Graduation rates for all students will compare favorably with the nation's best public universities. Most of all, our graduates will be among the most sought after by the world's best employers and will become leaders in their communities and accomplished professionals in their chosen work. We will lead Ohio to a dynamic knowledge economy, and our research, widely known for its multidisciplinary programs, will help solve the most challenging social, cultural, technical, and health-related problems.

The excellence of our programs will be recognized by the highest levels of public and private support. As a result, The Ohio State University will earn an intensity of alumni loyalty and of public esteem unsurpassed by any other university.

**OHIO UNIVERSITY**

Established by the Northwest Ordinance in 1787 and chartered in 1804, Ohio University is the state's first institution of higher learning and one of America's oldest public universities. Ohio University offers both distinctive, high quality undergraduate education and excellent, focused graduate education. The University's educational enterprise is strengthened by superiority in research and creative activity and a

fundamental service commitment to the Southeast Ohio region. The educational mission is realized in a residential setting on the main campus in Athens and through outreach and access efforts on five regional campuses. Ohio University: 1) provides undergraduate students a distinctive education that prepares them for life and career; 2) emphasizes distinctiveness in graduate education through program focus at the doctoral level and creative approaches to master's education; 3) maintains excellence in research through support for creative activity and the search for new information, knowledge, and understanding: 4) maximizes the learning opportunities afforded by a residential campus environment; and 5) provides service, including economic development assistance and cultural and educational opportunities, to the state and region.

**SHAWNEE STATE UNIVERSITY**

Shawnee State University serves the higher education needs of south central Ohio and is the only public university in the state committed solely to undergraduate education. Located in one of the most economically depressed areas of the state, Shawnee State University is committed to assist people from this region in attaining a higher education. Shawnee State University programs are geared to early intervention increase the college going rate, and help pre-college students attain the necessary skills to matriculate and to successfully complete their chosen degree programs. Shawnee State University works diligently with school systems in the area to minimize and to remedial learning deficiencies precluding student success at the university. Realizing central to a university is fostering creative approaches to solve problems, Shawnee State University is doing that by diversifying its campus community. By attracting students and faculty statewide, nationally, and internationally, the University seeks to complement and to enhance the learning experiences of those it serves in the southern Ohio area.

**THE UNIVERSITY OF AKRON**

The University of Akron is located in a major, dynamic metropolitan region that is a center for industrial and commercial enterprises, legal and governmental affairs, public and private school systems, and myriad family, employment, and other social services. The campus and classrooms are in and of the city and connected, both by collaborative programs and by state-of-the-art information technology, to the region, state, and world at large. The University strives to build upon the traditions of great metropolitan universities by shaping and being shaped by its rich environment in ways that enhance the civic capacity of its community as well as its own organizational strength.

The University serves as a resource for the major industrial clusters of Northeastern Ohio through programs such as the Polymer Science and Polymer Engineering program, which is ranked 2nd in the nation and serves an industry that accounts for nearly one-fourth of Ohio's manufacturing output. In addition, the University is a major resource for the development, protection, management, and commercialization of intellectual property, as it has the second-largest intellectual property portfolio among Ohio's public universities and has developed programs in intellectual property law, entrepreneurship, sales and marketing, and global business.

High-speed and wireless Internet access provides students and faculty with the ability to interact with each other and with the global intellectual community at any time. This connectivity enables and enhances a rigorous research program, carefully designed to serve both graduate and undergraduate students, and fosters the creation of new knowledge and new opportunities. Flexible programs of study provide students with access to world-class scholarship of faculty recruited from around the globe, complemented by the hands-on learning experiences of extensive internships and cooperative programs.

Collaborations among and between all parts of the University create four clusters of excellence: Discovery and Innovation; Cultural Enrichment; Community Well Being; and Economic Development.

The cluster approach creates interdisciplinary synergies and enhances the University's organizational capacity to address complex societal problems, foster economic growth, and improve the quality of life within the sponsoring society. Clusters of excellence build upon core competencies that are identified, celebrated, and supported through the strategic investment of financial and human resources. These core competencies include demonstrated student success, committed faculty and staff, documented excellence in a wide variety of academic programs, community engagement, and a commitment to a model of shared

leadership that engages every member of the campus community in framing a common vision and strategic intent for the University of Akron.

**UNIVERSITY OF TOLEDO**

The University of Toledo, a student-centered public metropolitan research university, integrates learning, discovery and engagement, enabling students to achieve their highest potential in an environment that embraces and celebrates human diversity, respect for individuals and freedom of expression. The University strives for excellence in its service to all constituents, and commits itself to the intellectual, cultural and economic development of our community, state, nation and the world.

**UNIVERSITY OF CINCINNATI**

The University of Cincinnati is a public comprehensive system of learning and research. The excellent faculty have distinguished themselves world wide for their creative pedagogy and research especially in problem solving and the application of their discoveries.

The University system is designed to serve a diverse student body with a broad range of interests and goals. It is a place of opportunity.

In support of this mission, the University of Cincinnati strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service, and to serve as a place where freedom of intellectual interchange flourishes.

**WRIGHT STATE UNIVERSITY**

Serving as a catalyst for educational excellence in Ohio's Miami Valley, Wright State University is a nationally accredited, comprehensive, state university with 102 undergraduate degree programs and 46 Ph.D., graduate and professional degree programs. Wright State University was founded in 1967 and the university's medical school was founded in 1974. The University Lake campus near St. Mary's and Celina offers associate and pre-baccalaureate degrees. It also serves as the site for selected baccalaureate and master's programs offered by the main campus.

Wright State University's main campus is located in a suburban community 12 miles northeast of Dayton, Ohio. An open access university, Wright State University is committed to developing the talents of students from a broad range of backgrounds. It draws many of its students from the Miami Valley, including a large number of valedictorians from high schools in the region. It also serves students from every county in Ohio, many states, and more than 63 countries. Nationally known for its accessible campus, Wright State serves a significant number of students whose physical disabilities might otherwise stand in the way of their education. Nearly 3,000 students live in modern campus residence halls surrounded by a biological preserve.

In the spirit of the Wright brothers, Wright State University fosters an innovative spirit in its faculty, programs, and its students and is dedicated to providing the highest quality education to the citizens of Ohio.

**YOUNGSTOWN STATE UNIVERSITY**

Youngstown State University provides open access to high-quality education through a broad range of affordable certificate, associate, baccalaureate, and graduate programs.

The University is dedicated to:

- outstanding teaching, scholarship, and service and to forging connections among these three interactive components of its mission;
- fostering student-faculty relationships that enrich teaching and learning, develop scholarship, and encourage public service;
- promoting diversity and an understanding of global perspectives; and
- advancing the intellectual, cultural, and economic life of the state and region.

One of the regional campuses of The Ohio State University, The Ohio State University Agricultural Technical Institute, provided the following mission statement:

**THE OHIO STATE UNIVERSITY AGRICULTURAL TECHNICAL INSTITUTE**

The Ohio State University Agricultural Technical Institute serves people by providing educational programs leading to associate degrees with primary focus in the business and science of agriculture, horticulture, and the environment. The Institute prepares individuals through its degree and non-degree offerings to be technically competent, self-reliant, and productive citizens in a global society.

The purposes of the Institute are to offer: 1) career-oriented degree or certificate programs with a balance of general and technical courses; 2) credit and non-credit continuing education opportunities; and 3) specialized Associate of Science transfer degree programs.

Emphasis is placed on: 1) applying technology in a specialized field and preparing for related jobs within a technical area; 2) developing skills and abilities in interpersonal relationships, leadership, communications, problem solving, and critical thinking; and 3) improving human relations and global understanding.

# INSTITUTIONAL CHARACTERISTICS

Throughout this report, educational outcomes data have been presented at the statewide and sector level. However, these overall results are produced by the outcomes at the many colleges and universities that make up higher education in Ohio. Information on almost all of the performance measures included in this report is available for Ohio's public higher education institutions, and information on a smaller set of measures is available for the independent institutions. Due to issues of length and readability, only the electronically published versions of the report contain all of this institutional detail.

The tables on the following pages contain brief statistical summaries of public, independent, and proprietary higher education institutions in Ohio. Measures presented for all institutions include total and undergraduate headcount enrollment; percentages of undergraduates who are age 25 and older, female, and minority; and percentage of first-time undergraduates receiving financial aid. Additionally, information on the percentage of educational and general expenditures allocated to research and public service are presented for public and independent institutions.

Readers wishing to see all of the outcomes measures at the institutional level may examine the electronic versions of the report published on CD-ROM or on the Board of Regents website at www.regents.state.oh.us/perfrpt .

## CAMPUS SUMMARY STATISTICS

Fall 2003

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under-Graduates Receiving any Financial Aid | Research as a Percent of E&G Expenditures | Public Service as a Percent of E&G Expenditures |
|---|---|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | | | |
| **Community Colleges** | **73,701** | **73,701** | **51%** | **62%** | **23%** | **56%** | **0%** | **9%** |
| Cuyahoga - Eastern | 6,785 | 6,785 | 61% | 72% | 52% | 55% | 0% | 10% |
| Cuyahoga - Metro | 9,323 | 9,323 | 60% | 60% | 54% | 55% | 0% | 10% |
| Cuyahoga - Western | 12,587 | 12,587 | 46% | 63% | 13% | 55% | 0% | 10% |
| Jefferson | 1,601 | 1,601 | 43% | 63% | 7% | 76% | 0% | 7% |
| Lakeland | 8,753 | 8,753 | 47% | 59% | 9% | 50% | 0% | 6% |
| Lorain County | 9,386 | 9,386 | 43% | 67% | 15% | 47% | 0% | 19% |
| Rio Grande | 1,545 | 1,545 | 33% | 59% | 2% | NA | NA | NA |
| Sinclair | 23,721 | 23,721 | 55% | 59% | 19% | 61% | 0% | 4% |
| **State Community Colleges** | **69,627** | **69,627** | **49%** | **55%** | **18%** | **66%** | **0%** | **5%** |
| Cincinnati State | 8,079 | 8,079 | 52% | 54% | 28% | **61%** | **0%** | **6%** |
| Clark State | 3,309 | 3,309 | 52% | 69% | 15% | 81% | 0% | 15% |
| Columbus State | 23,388 | 23,388 | 45% | 58% | 25% | 65% | 0% | 2% |
| Edison State | 3,094 | 3,094 | 49% | 64% | 4% | 61% | 0% | 7% |
| Northwest State | 3,601 | 3,601 | 50% | 50% | 8% | 77% | 0% | 5% |
| Owens State - Findlay | 2,484 | 2,484 | 51% | 59% | 9% | 57% | 0% | 4% |
| Owens State - Toledo | 18,164 | 18,164 | 54% | 45% | 17% | 57% | 0% | 4% |
| Southern State - Central | 1,171 | 1,171 | 45% | 73% | 2% | 96% | 0% | 10% |
| Southern State - Fayette | 343 | 343 | 45% | 73% | 2% | 96% | 0% | 10% |
| Southern State - North | 575 | 575 | 45% | 73% | 2% | 96% | 0% | 10% |
| Southern State - South | 591 | 591 | 45% | 73% | 2% | 96% | 0% | 10% |
| Terra State | 2,571 | 2,571 | 44% | 51% | 8% | 78% | 0% | 17% |
| Washington State | 2,257 | 2,257 | 46% | 64% | 3% | 65% | 0% | 0% |
| **Technical Colleges** | **25,806** | **25,806** | **47%** | **61%** | **8%** | **81%** | **0%** | **5%** |
| Belmont | 1,752 | 1,752 | 47% | 60% | 4% | 95% | 0% | 1% |
| Central Ohio | 2,598 | 2,598 | 50% | 72% | 7% | 82% | 0% | 5% |
| Hocking | 5,466 | 5,466 | 38% | 49% | 8% | 86% | 0% | 2% |
| James A. Rhodes | 2,899 | 2,899 | 49% | 68% | 9% | 68% | 0% | 8% |
| Marion | 2,121 | 2,121 | 52% | 62% | 8% | 81% | 0% | 4% |
| North Central State | 3,365 | 3,365 | 50% | 68% | 8% | 71% | 0% | 9% |
| Stark State College of Tech. | 5,846 | 5,846 | 51% | 59% | 10% | 74% | 0% | 9% |
| Zane State | 1,759 | 1,759 | 44% | 61% | 6% | 92% | 0% | 0% |

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under-Graduates Receiving any Financial Aid | Research as a Percent of E&G Expenditures | Public Service as a Percent of E&G Expenditures |
|---|---|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | | | |
| **Regional Campuses** | **47,873** | **46,434** | **35%** | **63%** | **7%** | **71%** | **0%** | **71%** |
| Bowling Green - Firelands | 1,862 | 1,772 | 41% | 67% | 9% | 77% | | 77% |
| Kent State - Ashtabula | 1,369 | 1,369 | 48% | 63% | 9% | 84% | 0% | 84% |
| Kent State - East Liverpool | 726 | 726 | 51% | 74% | 4% | 91% | 0% | 91% |
| Kent State - Geauga | 882 | 854 | 42% | 57% | 5% | 62% | 0% | 62% |
| Kent State - Salem | 1,331 | 1,312 | 46% | 74% | 2% | 79% | 0% | 79% |
| Kent State - Stark | 3,816 | 3,796 | 31% | 62% | 7% | 69% | 0% | 69% |
| Kent State - Trumbull | 2,263 | 2,254 | 44% | 60% | 12% | 81% | 0% | 81% |
| Kent State - Tuscarawas | 2,003 | 1,992 | 38% | 64% | 2% | 81% | 0% | 81% |
| Miami - Hamilton | 3,427 | 3,345 | 25% | 57% | 9% | 50% | | 50% |
| Miami - Middletown | 2,812 | 2,743 | 32% | 60% | 10% | 55% | | 55% |
| OSU - Agricultural Tech. Institute | 843 | 843 | 10% | 35% | 1% | 69% | 2% | 69% |
| Ohio State - Lima | 1,373 | 1,279 | 21% | 57% | 5% | 66% | 0% | 66% |
| Ohio State - Mansfield | 1,664 | 1,572 | 25% | 62% | 7% | 73% | 1% | 73% |
| Ohio State - Marion | 1,745 | 1,644 | 22% | 60% | 6% | 70% | 0% | 70% |
| Ohio State - Newark | 2,227 | 2,085 | 18% | 58% | 7% | 63% | 0% | 63% |
| Ohio U. - Chillicothe | 2,018 | 1,956 | 41% | 65% | 3% | 79% | 1% | 79% |
| Ohio U. - Eastern | 966 | 944 | 29% | 67% | 2% | 86% | 0% | 86% |
| Ohio U. - Lancaster | 1,734 | 1,640 | 37% | 66% | 2% | 75% | 0% | 75% |
| Ohio U. - Southern | 1,944 | 1,887 | 42% | 63% | 4% | 90% | 0% | 90% |
| Ohio U. - Zanesville | 1,974 | 1,857 | 35% | 69% | 3% | 88% | 0% | 88% |
| University of Akron - Wayne | 1,884 | 1,879 | 40% | 62% | 4% | 62% | | 62% |
| U. of Cincinnati - Clermont | 3,039 | 3,005 | 39% | 62% | 4% | 77% | 0% | 77% |
| U. of Cincinnati - Walters | 4,909 | 4,738 | 47% | 68% | 16% | 70% | 0% | 70% |
| Wright State - Lake | 1,062 | 942 | 31% | 70% | 2% | 40% | 0% | 40% |
| **University Main Campuses** | **254,884** | **199,335** | **17%** | **53%** | **14%** | **77%** | 14% | 6% |
| Bowling Green State University | 18,646 | 15,464 | 6% | 56% | 9% | 79% | 2% | 4% |
| Central State University | 1,595 | 1,582 | 17% | 54% | 85% | 95% | 3% | 22% |
| Cleveland State University | 16,377 | 10,300 | 42% | 54% | 26% | 76% | 7% | 4% |
| Kent State University | 24,410 | 19,143 | 15% | 59% | 11% | 80% | 6% | 4% |
| Medical College of Ohio | 1,064 | | | | | | 17% | 1% |
| Miami University | 17,411 | 15,395 | 3% | 54% | 8% | 67% | 3% | 1% |
| Northeastern Ohio Universities College of Medicine | 430 | | | | | | 9% | 1% |
| Ohio State University | 51,677 | 38,324 | 11% | 48% | 16% | 80% | 23% | 9% |
| Ohio University | 20,452 | 17,200 | 5% | 54% | 5% | 69% | 9% | 5% |
| Shawnee State University | 3,690 | 3,690 | 29% | 60% | 4% | 90% | 0% | 9% |
| University of Akron | 22,650 | 18,220 | 30% | 54% | 18% | 85% | 7% | 5% |
| University of Cincinnati | 26,904 | 19,172 | 19% | 48% | 19% | 78% | 21% | 7% |
| University of Toledo | 20,740 | 17,404 | 18% | 51% | 16% | 76% | 6% | 2% |
| Wright State University | 15,960 | 11,852 | 19% | 57% | 14% | 71% | 9% | 4% |
| Youngstown State University | 12,878 | 11,589 | 29% | 55% | 13% | 87% | 1% | 6% |
| **STATE PUBLIC TOTAL** | **471,891** | **414,903** | **32%** | **56%** | **15%** | | 11% | 6% |

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under-Graduates Receiving any Financial Aid | Research as a Percent of E&G Expenditures | Public Service as a Percent of E&G Expenditures |
|---|---|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | | | |
| **Independent Institutions** | **132,935** | **102,328** | **23%** | **57%** | **13%** | **90%** | **13%** | **1%** |
| Allegheny Wesleyan College | 45 | 45 | 18% | 53% | 0% | 75% | 0% | 0% |
| Antioch College | 595 | 585 | 6% | 62% | 11% | 100% | | |
| Antioch Univ. PhD in Leadership and Change Program | 64 | 0 | 98% | 77% | 19% | | | |
| Antioch University McGregor | 715 | 171 | | | | | | |
| Art Academy of Cincinnati | 194 | 193 | 17% | 53% | 7% | 82% | 0% | 0% |
| Ashland University | 6,835 | 2,782 | 22% | 61% | 10% | 99% | 0% | 0% |
| Baldwin-Wallace College | 4,692 | 3,862 | 19% | 61% | 7% | 75% | 0% | 1% |
| Bluffton College | 1,121 | 1,056 | 13% | 60% | 5% | 100% | 0% | 0% |
| Capital University | 3,959 | 2,830 | 28% | 64% | 17% | 100% | 0% | 0% |
| Case Western Reserve University | 9,186 | 3,587 | 4% | 39% | 22% | 63% | 41% | 0% |
| Cedarville University | 3,015 | 2,996 | 2% | 54% | 4% | 91% | 0% | 3% |
| Chatfield College | 245 | 245 | 46% | 85% | 23% | 74% | 13% | 1% |
| Cincinnati Bible College and Seminary | 889 | 633 | 21% | 41% | 13% | 87% | 0% | 0% |
| Cincinnati College of Mortuary Science | 122 | 122 | 54% | 38% | 8% | 100% | 0% | 0% |
| Circleville Bible College | 337 | 337 | 45% | 48% | 9% | 98% | 0% | 0% |
| Cleveland Institute of Art | 624 | 618 | 12% | 50% | 11% | 92% | 0% | 0% |
| Cleveland Institute of Music | 418 | 250 | 1% | 58% | 14% | 100% | 0% | 0% |
| College of Mount Saint Joseph | 2,110 | 1,876 | 35% | 69% | 10% | 98% | 0% | 0% |
| College of Wooster | 1,871 | 1,871 | 1% | 53% | 8% | 95% | 1% | 0% |
| Columbus College of Art and Design | 1,631 | 1,631 | 20% | 51% | 12% | 81% | 0% | 2% |
| Defiance College | 1,036 | 938 | 24% | 57% | 7% | 100% | 0% | 0% |
| Denison University | 2,232 | 2,232 | 1% | 56% | 10% | 98% | 1% | 0% |
| Franciscan University of Steubenville | 2,281 | 1,844 | 10% | 60% | 7% | 82% | 0% | 0% |
| Franklin University | 6,286 | 5,318 | 78% | 55% | 23% | 65% | 0% | 0% |
| Gods Bible School and College | 252 | 252 | 20% | 49% | 3% | 95% | 0% | 0% |
| Good Samaritan College of Nursing & Health Science | 300 | 300 | 48% | 97% | 14% | 76% | | |
| Hebrew Union College-Jewish Institute of Religion | 123 | 0 | | | | | 0% | 0% |
| Heidelberg College | 1,339 | 1,149 | 17% | 53% | 5% | 99% | 11% | 0% |
| Hiram College | 1,104 | 1,104 | 23% | 58% | 14% | 99% | 0% | 0% |
| John Carroll University | 4,242 | 3,449 | 4% | 54% | 9% | 98% | 9% | 0% |
| Kenyon College | 1,613 | 1,613 | 1% | 55% | 8% | 60% | 1% | 0% |
| Kettering College of Medical Arts | 651 | 651 | 52% | 81% | 12% | 100% | 0% | 0% |
| Lake Erie College | 1,032 | 720 | 21% | 76% | 8% | 100% | 0% | 0% |
| Lourdes College | 1,249 | 1,202 | 62% | 84% | 16% | 88% | 0% | 0% |
| Malone College | 2,206 | 1,937 | 26% | 61% | 7% | 99% | 0% | 9% |
| Marietta College | 1,342 | 1,241 | 7% | 49% | 5% | 96% | 0% | 1% |

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under-Graduates Receiving any Financial Aid | Research as a Percent of E&G Expenditures | Public Service as a Percent of E&G Expenditures |
|---|---|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | | | |
| **Independent (Continued)** | | | | | | | | |
| MedCentral College of Nursing | 155 | 155 | 25% | 92% | 2% | 75% | 0% | 0% |
| Mercy College of Northwest Ohio | 566 | 566 | 45% | 91% | 13% | 50% | 0% | 1% |
| Methodist Theological School | 262 | 0 | | | | | 0% | 0% |
| Mount Carmel College of Nursing | 552 | 530 | 32% | 91% | 14% | 98% | 0% | 0% |
| Mount Union College | 2,425 | 2,425 | 9% | 55% | 5% | 97% | 0% | 0% |
| Mount Vernon Nazarene University | 2,392 | 2,206 | 37% | 57% | 5% | 99% | 0% | 0% |
| Muskingum College | 2,145 | 1,622 | 4% | 50% | 6% | 99% | 0% | 2% |
| Myers University | 1,033 | 974 | 79% | 70% | 51% | 92% | 0% | 0% |
| National Institute of Technology | 263 | 263 | 44% | 63% | 26% | | | |
| Notre Dame College | 989 | 786 | 49% | 76% | 29% | 99% | 0% | 0% |
| Oberlin College | 2,922 | 2,907 | 1% | 55% | 19% | 56% | 0% | 1% |
| Ohio College of Massotherapy | 253 | 253 | 53% | 82% | 6% | | | |
| Ohio College of Podiatric Medicine | 229 | 0 | | | | | 3% | 0% |
| Ohio Dominican University | 2,566 | 2,308 | 49% | 70% | 26% | 100% | 0% | 0% |
| Ohio Northern University | 3,451 | 2,214 | 4% | 47% | 3% | 99% | 0% | 0% |
| Ohio Wesleyan University | 1,929 | 1,929 | 1% | 54% | 8% | 99% | 1% | 2% |
| Otterbein College | 3,004 | 2,649 | 20% | 66% | 8% | 90% | 0% | 1% |
| Payne Theological Seminary | 122 | 0 | | | | | 0% | 0% |
| Pontifical College Josephinum | 149 | 87 | 31% | 0% | 7% | 78% | 0% | 0% |
| Rabbinical College Telshe | 64 | 39 | 0% | 0% | 0% | 38% | 0% | 0% |
| Temple Baptist College | 152 | 152 | 35% | 39% | 28% | | 0% | 0% |
| The University of Findlay | 4,712 | 3,432 | 22% | 58% | 7% | 97% | 0% | 0% |
| Tiffin University | 1,407 | 1,026 | 28% | 54% | 18% | 99% | 0% | 0% |
| Tri-State Bible College | 51 | 51 | 65% | 14% | 6% | | 0% | 4% |
| Trinity Lutheran Seminary | 208 | 0 | | | | | 0% | 0% |
| Union Institute & University | 2,902 | 1,288 | 89% | 71% | 36% | 80% | 0% | 0% |
| United Theological Seminary | 321 | 0 | | | | | 0% | 0% |
| University of Dayton | 10,284 | 7,103 | 4% | 50% | 8% | 95% | 27% | 0% |
| University of Northwestern Ohio | 2,665 | 2,665 | 18% | 22% | 1% | 84% | 0% | 0% |
| University of Rio Grande | 2,074 | 1,840 | 30% | 61% | 3% | 92% | 0% | 0% |
| Urbana University | 1,527 | 1,441 | 48% | 55% | 15% | 91% | 0% | 0% |
| Ursuline College | 1,409 | 1,095 | 50% | 91% | 26% | 100% | 0% | 0% |
| Walsh University | 1,801 | 1,573 | 30% | 60% | 7% | 100% | 0% | 0% |
| Wilberforce University | 1,180 | 1,180 | 32% | 60% | 92% | 99% | 0% | 0% |
| Wilmington College | 1,807 | 1,768 | 27% | 56% | 8% | 78% | 0% | 0% |
| Winebrenner Theological Seminary | 100 | 0 | | | | | 0% | 1% |
| Wittenberg University | 2,282 | 2,246 | 5% | 58% | 8% | 99% | 0% | 0% |
| Xavier University | 6,626 | 3,915 | 16% | 56% | 13% | 94% | 0% | 5% |

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under- Graduates Receiving any Financial Aid |
|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | |
| **Proprietary Institutions** | 20,074 | 19,341 | 53% | 57% | 30% | 90% |
| Academy of Court Reporting - Akron | 217 | 217 | 82% | 91% | 30% | 90% |
| Academy of Court Reporting - Cincinnati | 295 | 295 | 75% | 91% | 59% | |
| Academy of Court Reporting - Cleveland | 436 | 436 | 75% | 87% | 58% | 90% |
| Academy of Court Reporting - Columbus | 293 | 293 | 71% | 93% | 52% | 90% |
| AEC Southern Ohio College - North Canton | 705 | 705 | 56% | 71% | 16% | 79% |
| AEC - Southern Ohio College - Cincinnati | 944 | 944 | 61% | 71% | 47% | 100% |
| AEC - Southern Ohio College - Akron | 559 | 559 | | | | 92% |
| AEC - Southern Ohio College - Findlay | 509 | 509 | 70% | 90% | 34% | 95% |
| Antonelli College | 386 | 386 | 35% | 74% | 18% | 70% |
| ATS Institute of Technology | 188 | 188 | 89% | 57% | 0% | |
| Bohecker College | 296 | 296 | 48% | 92% | 2% | 100% |
| Bradford School | 312 | 312 | 8% | 76% | 35% | 98% |
| Bryant and Stratton College - Parma | 228 | 228 | 52% | 63% | 61% | 96% |
| Bryant and Stratton College - Cleveland | 262 | 262 | | | | 91% |
| Bryant and Stratton College - Willoughby Hills | 160 | 160 | | | | |
| College of Art Advertising | 28 | 28 | 36% | 46% | 11% | 100% |
| Computer Quest Ltd. | 106 | 106 | 96% | 7% | 53% | |
| Davis College | 417 | 417 | 70% | 79% | 26% | 89% |
| DeVry University-Ohio | 3,550 | 3,158 | 42% | 25% | 25% | 90% |
| ETI Technical College | 244 | 244 | 57% | 67% | 29% | 97% |
| Gallipolis Career College | 161 | 161 | 62% | 86% | 5% | 97% |
| International College of Broadcasting | 100 | 100 | 27% | 24% | 30% | 63% |
| ITT Technical Institute - Dayton | 528 | 528 | 44% | 17% | 20% | 97% |
| ITT Technical Institute - Youngstown | 551 | 551 | | | | 97% |
| ITT Technical Institute - Norwood | 627 | 627 | | | | 96% |
| ITT Technical Institute - Strongsville | 767 | 767 | | | | 95% |
| ITT Technical Institute - Hilliard | 27 | 27 | | | | |
| Miami-Jacobs College | 332 | 332 | 70% | 62% | 46% | 85% |
| Ohio Business College - Sandusky | 154 | 154 | 66% | 82% | 16% | 95% |
| Ohio Business College - Lorain | 333 | 333 | 67% | 85% | 39% | 96% |
| Ohio Institute of Photography and Technology | 616 | 616 | 41% | 80% | 16% | 95% |
| Ohio Technical College | 456 | 456 | 27% | 4% | 37% | 91% |
| Ohio Valley College of Technology | 126 | 126 | 69% | 90% | 4% | 93% |
| Professional Skills Institute | 239 | 239 | 77% | 88% | 54% | 93% |
| Remington College | 163 | 163 | 60% | 77% | 73% | 90% |
| RETS Tech Center | 599 | 599 | 74% | 61% | 15% | 74% |
| School of Advertising Art Inc. | 121 | 121 | 2% | 50% | 6% | 83% |
| Southeastern Bus. College - New Boston | 64 | 64 | 63% | 83% | 6% | 92% |
| Southeastern Bus. College - Lancaster | 60 | 60 | | | | 100% |
| Southeastern Bus. College - Chillicothe | 92 | 92 | | | | 100% |

| Institution | Enrollments | | Percent of Undergraduates | | | Percent of First Time Under- Graduates Receiving any Financial Aid |
|---|---|---|---|---|---|---|
| | Total Head Count | Under-Graduate | Age 25 or older | Female | Minority | |
| **Proprietary Institutions (Continued)** | | | | | | |
| Southwestern College of Bus. - Franklin | 163 | 163 | 45% | 94% | 55% | 87% |
| Southwestern College of Bus. - Tri-County | 170 | 170 | | | | 77% |
| Southwestern College of Bus. - Cincinnati | 279 | 279 | | | | 90% |
| Stautzenberger College | 792 | 792 | 57% | 76% | 18% | 93% |
| Technology Education College | 458 | 458 | 46% | 72% | 50% | 85% |
| The Art Institute of Cincinnati | 97 | 97 | 4% | 52% | 4% | 92% |
| Trumbull Business College | 437 | 437 | 56% | 85% | 20% | 89% |
| University of Phoenix - Cincinnati | 273 | 155 | 67% | 53% | 19% | |
| University of Phoenix - Cleveland | 705 | 489 | 77% | 58% | 27% | 64% |
| University of Phoenix - Columbus | 13 | 6 | 50% | 17% | 0% | |
| Vatterott College - Cleveland | 201 | 201 | 85% | 2% | 61% | |
| Virginia Marti College of Art and Design | 235 | 235 | 28% | 87% | 23% | 78% |